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The Impact of Implementing Metacognitive Strategies on Instructional and Experiential Scaffolding.

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**THE IMPACT OF IMPLEMENTING METACOGNITIVE STRATEGIES
ON INSTRUCTIONAL AND EXPERIENTIAL SCAFFOLDING**

A Dissertation

**Submitted to the Graduate Faculty of the
Louisiana State University and
Agricultural and Mechanical College
in partial fulfillment of the
requirements for the degree of
Doctor of Philosophy**

in

The Department of Curriculum and Instruction

by

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December 2000**

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Abstract

The purpose of the mixed multiple case study was to explore scaffolding at home and school. Strategic instructional procedures, metacognitive strategies use, and homework procedures were examined during reading instruction and home assistance for progress.

The participants are as follows: a.) The three principals setting the school's instructional tone; b.) The three reading teachers providing modeling, coaching, and encouragement during lesson presentation and feedback; c.) The six students (two fifth graders in each of the three reading classrooms) depending upon assistance for comprehension task completion; and d.) The six family members assisting with homework.

The school sites were selected with stratified sampling of low, average, and high socio-economic status. The students were selected for their nonsuccessful comprehension task completion and were expected to transfer metacognitive strategies use from discussion during lesson presentation to reading comprehension assignments; thus, demonstrating a self-monitoring procedure.

The principals recommended teachers who had similar approaches to teaching reading. The teachers recommended students who needed to strengthen metacognitive strategies for reading success.

The students were administered five reading attitudinal scales for metacognitive awareness or usage and reading interests. The classroom observations focused on specific strategic procedures for the metacognitive

components that resulted in reading scaffolding. The quantitative and qualitative data collection instruments were both researcher-designed and simple effects matrices for single subject and cross-cases analysis and interpretation. Quantitative analysis consisted of frequency distributions, medians, standard deviations, percentages, means, and percentiles. The principals, teachers, and family members were administered questionnaires for the interview process which was analyzed with the Spradley Developmental Research process (Spradley, 1980).

Consent for the study and IRB assurances were gained through personal contact with the subjects. Pseudonyms protected the identity of school sites and subjects. A principals' meeting began with a procedural overview and discussion of the study's logistics. Each teacher's and student's interventions (days 4-6 of the study) informed the participants of instructional components. All subjects were treated with respect and courtesy. Adjustments were made according to participants' needs, and no risks occurred.

Introduction

The active engagement of all readers in a classroom setting may ensure that each student will have the opportunity to develop lifetime reading skills. Functional reading skills allow the student a means of linking personal, community, and societal needs in diverse career, home, and recreational areas.

Educators in reading classrooms cannot afford to have even one student sitting as an observer and nonparticipant during reading instruction. Observing instructional procedures and responses during reading lessons may disclose important information which could improve the probability of completing specific tasks.

Educators design instructional procedures which must consider such external conditions as the learning climate, classroom management, lesson presentation, and special-needs-students' modifications. The instructional responses and the classroom's external conditions are guided by the teachers' and students' internal capabilities. The students' reading abilities and their adaptation to external conditions are so crucial for success that it is not surprising to discover that educators may become overwhelmed with the internal flexibility needed in the teaching process.

Teachers who uniquely interact in positive and spontaneous ways may empower students to respond with enhanced reading performance. The teacher's natural intentions and actions in assisting students should promote a risk-free, successful reading climate. Dorn, French, and Jones (1998)

suggested that teachers should anticipate the learning struggles and successes for refining literacy connections at home or school as well as the students' ability to adjust.

Instructional class discussions supported by Carnine (1990) may have the organizational lesson process (model, lead, check) and the opportunities for verbal support for students who are weak in comprehension skills, but students may continue to depend on teacher assistance for single-item responses and clarification of concepts during reading comprehension assignments. Without strategic instructional procedures and utilization, students may not be able to read with success or complete comprehension tasks for the following skills: a.) relational text interpretations; b.) knowledge acquisition; c.) reading application; d.) internalization (retention); and e.) time maintenance (use).

Lesson preparation with preset learning conditions may be seen as an appropriate measure for instruction or provision for attaining learning outcomes, but in reality the lesson preparation is the bare minimum. The reader's shared reading responses during and after reading create special moments for reading interpretation. The instructional interaction during the lesson should be balanced between teacher and students and adjusted for reading success during the verbal responses. The teacher-to-student interaction during the feedback for successful written task assistance should be specific. The coaching and feedback procedures should provide the strategic framework for successful interaction and task engagement.

Research supports the transition from the traditional explanatory process to the coaching and encouragement stages for students to assume responsibility (Mason & Au, 1990). Self-monitoring procedures may diminish the readers' passivity and activate the learning process through regulation of textual understanding drawn from background knowledge. Self-monitoring and the teacher's monitoring for feedback may combine to facilitate the student's reading performance.

The shaping and reshaping of the reading process are made possible through these components: 1.) adaptation of instructional conditions; 2.) provision of strategic approaches; 3.) communication of productive feedback; and 4.) enactment of high expectations. The timing of the teacher's interaction and the students' content adjustments enhances instructional flexibility which supports a learner-based focus for successful reading performance. Matching the students' successful reading with personal understanding of the reading purpose and expectations may guide the students' reading automaticity.

It is important to the performance of each student that teachers analyze the components of effective reading instruction for alternative modifications, interventions, or solutions. The students who are below level in reading performance should benefit from structured metacognitive instruction and scaffolding for reading application, interpretation, and task completion. The key factors for successfully completing reading tasks appear to be the

teachers' skills of observing student changes, recognizing learning needs, assisting, and being willing to instruct for metacognition.

Purpose of the Study

The purpose of the study was to explore the instructional strategies or procedures used in the classroom and at home to guide students in adjusting and self-monitoring personal reading techniques. In an effort to fully investigate the use of instructional strategies or procedures at school and home, the following concepts were selected for closer examination:

1. To determine if the students' attitudinal interests, reading habits, or peer, teacher, and family relationships affected verbal participation or comprehension task completion.
2. To determine if the students' metacognitive understanding affected reading performance during reading assignments.
3. To determine if the use of the "fix-up" strategies in the self-monitoring chart adaptation promoted by Johns and Lenski (1997) assisted students in completing comprehension tasks independently and successfully.
4. To determine if scaffolding occurred and the students' reading performance was affected by the teachers' use of metacognitive instruction (lesson modeling and feedback) and the parents' supportive measures with homework.

Significance of the Study

The study explored the interactive dialogue inherent in reading programs designed to improve students' perceptual development of self through the activities of metacognitive strategies for learning. The impact of self-monitoring charts was explored as a concrete means for improving reluctant reading performance as readers assumed responsibility for comprehension task completion. The transfer of metacognitive strategies from perception to interactive lessons in reading assignments was explored as a possible means of closing the existing gaps between socialization skills and academic reading performance.

Research Questions

This study examined the responses to the following research questions through a central focus observation using an experimental case study methodology comprised of interactive dialogue and silent reading assignments:

1. How do the students' reading perceptions affect discussion in a reading lesson and the completion of a reading task?
2. How does the students' metacognitive understanding affect participation in a reading lesson and the completion of a reading task?
3. How do the students use the self-monitoring chart (researcher-designed) to analyze reading comprehension and textual concepts during silent reading assignments?

4. How does the relationship between metacognitive instruction and scaffolding techniques in the classroom and home reading experiences (homework) affect reading performance?

Johns and Lenski (1997) recognized that students need self-monitoring for reading; thus, they promoted the views of the primary elements of Winograd and Hare's (1988) strategic instruction. From the 1970's through 1999, direct instruction and individualized assistance have been linked strategically.

A concrete procedure has been formalized for student application of Baker and Brown's (1984) theory that metacognition refers to the knowledge and control that students have over their reading and learning activities. They suggested that the intentional ease with which students self-monitor textual understandings should enhance personal reading awareness, enjoyment, and perceptions of abilities.

In this study, the students' reading experiences included the home setting for reading support. Through the years, parents have changed the external factors and expectations with reading support as the student's age increases. Reading instructional changes also occurred at each grade level of a child's schooling.

The sequential processes for scaffolding and metacognitive instruction should involve less teacher assistance as the student becomes more responsible for reading skills application. The child's reading needs (reading

abilities, reading expectations, recreational reading availability, and homework provisions) perceived by the parents may be inconsistent with instruction provided in the classroom.

Inconsistent matching of student roles often occurs when parents discontinue shared reading experiences with older siblings at home, seemingly unaware of the need to provide reading support through the varied reading resources within the home setting. Parents typically are unaware of the concept of scaffolding, which provides temporary assistance to students in assuming responsibility for self-monitoring of reading assignments. The instructional procedures in the classroom and guiding parents in providing support to complete reading homework requires a linkage between school and home. The student's reading environment changes from school to home, but providing assistance and appropriate learning conditions in both places is crucial.

Specialized Terminology, Definitions

Assistance	Verbal feedback by the teacher is given for clarification or redirection to individual class member.
Automaticity	Performs a complex reading task without tending to any of the components of the task.
Baseline Data	Measures the performance frequency levels in observational sessions before the training sessions of teacher's and student's procedures.

Coaching	After the student or class responds then assistance is given to the student or class with explanations, clarifications, or repeated directions thus helping them to understand better. After the student or class responds then prompting, cueing, or asking questions to stimulate thinking to review or recall information is provided.
Dependent Variables	Performance characteristics of the focal unit students are demonstrated by nonperformance in reading comprehension task completion and are dependent on the teacher's feedback responses for understanding, repeated explanations, and assistance.
Direct	First person descriptions indicate the educational experiences with the focal student.
Discourse	Knowledge about different language forms; the reader will know the specific textual forms.
Encouragement	Students are offered verbal and nonverbal recognition; positive comments about efforts; and accuracy phrases (right, okay, or correct).
Event Recording	Observation events are recorded of the strategic procedures by the teacher to the focal unit students denoting the number of occurrences.

Frequency	The rate of occurrence is determined for modeling, coaching, and encouragement to the class, in general, and the focal unit students.
Independent Variables	External factors which affect successful comprehension task performance are first, the socio-economic status from each school's disadvantaged students' data; second, the utilization of a self-monitoring chart by the focal student to change the behavioral assistance level; and third, the teacher's strategic procedures (modeling, coaching, and encouragement).
Metacognition	Strategic knowledge is important for students to use during reading and comprehension monitoring. Self-monitoring of comprehension may clarify the reader's confusions with rereading, self-questioning, drawing from prior knowledge, previewing, or predicting.
Modeling	Demonstrating a process or explanations by using a visual display (i.e., dry erase board; showing a book; overhead transparency, oral reading).
Passivity	Taking no active part; not responding.
Reader-based	Explanations of the reading process for acquiring the metacognitive, discourse, syntactic and

vocabulary knowledge; thus, believing that adequate higher level thinking skills lead to enhanced textual interpretations and richer response patterns.

Scaffolding

Temporary support provided to students enabling them to perform a task that they might not normally be able to do on their own. The teacher releases the responsibility for task completion to the student as represented in the Zone of Proximal Development model of stages I-IV (Vygotsky, 1956; 1978).

Strategy

A learner's method of approaching a task includes thinking, planning and working with action, and critical reflection for success by Ellis and Lenz (1990). An open framework of procedures is used across the curriculum with varied content and grouping.

Trend Lines

Three data points are drawn ascending or descending in a single direction. The lower and higher data points are to be drawn equally balanced above and below the line, moving up and down as closely as possible. The magnitude of change from the baseline stages to the post

sessions is comparative to past performance data and predictive of the intervention's effects.

Zone of Proximal

Learners work through four stages that are refined Development through social interaction for task completion in an area that lies beyond the learners' abilities to work alone. Mediation is stage 1; working alone is stage 2. In stages 3-4, the students internalize and develop automaticity, which leads the students to work on the tasks without assistance (Leu & Kinzer, 1995). Vygotsky (1956; 1978) developed the model for the Zone of Proximal Development.

Review of the Literature

Introduction

The effects and issues of scaffolding and student metacognition are based upon the positive and negative aspects of methodology about strategic instruction, strategy usage, and reader responsibilities. Teachers have a responsibility to plan for the student's instruction before, during, and after reading using effective teaching approaches and providing feedback to the reader. Within schools, the settings frequently vary from natural and experiential to structured arrangements.

Perceptions

The student's perception and metacognitive understanding may have a positive or negative impact in relation to student performance. The nonuse of metacognitive thinking strategies may result in the student's disengagement or an appearance of attitudinal indifference. Readers frequently delay and do not begin a silent reading task until almost too late to complete it. Frequently, it becomes necessary to provide corrective redirection for off-task behavior. Negative comments by classmates, family members, and teachers about the student's work habits often affect class participation, thus resulting in poor performance during reading instruction.

Ryder and Graves (1998) separated the reading process into passive and active reading activities that directly impacted the student's engagement during the reading task. Passive reading activity utilized intentional engagement in reading for information to internalize and retain across time;

whereas, active reading activities proceeded as follows: a.) establish the purpose; b.) relate to prior knowledge; c.) read for new content; and d.) link the new information to familiar learned content. Reader attitudes and metacognitive awareness or use determined the degree to which the readers initiated and attended to the assigned reading tasks or selected the reading resources.

Bloom (1976, p.2) developed a model that specified the major variables in the theory of school learning. The model depicted the cognitive and affective interactions which develop into the learning outcomes of achievement, learning rate, and affective outcomes. Gable (1993) defined the affective attributes as perceptions, self-esteem, interests, and values.

Affective attributes are linked

across time by the student's feelings toward reading performance in all aspects of the learning setting. Anderson's (1981) suggested attributes for the affective domain include the intense degree of variance, the direction from positive to negative emotions, and the stimulus for the feeling.

Challenging students to extend the relational content and create or share in special ways is an established key for finding the unique ability which sets one student apart from another. Ryder and Graves (1998) believed that readers should take another step and seek additional information and application for the content. They believed that the teacher's role is to create a learning climate for student-generated products at the application level as

well as publish all students' work to build pride, ownership, acceptance, and equality with peers.

Bailey, Madonna, and Wesley (1987) conducted a study of 107 fourth and fifth graders on the classroom climate in relation to its impact on self-concept. They observed interactive experiences among the students and behaviors with peers or teachers. The findings from self-concept, classroom environment, and locus of control scales indicated that the climate significantly affected self-concept through the following variables: a.) order and organization; b.) new ideas; c.) connections; and d.) locus of control.

Lavine, Huff, Wagner, and Sweeney (1998) investigated context effects of attitudinal survey items and their influence on students' attitudes. The researchers concluded that survey participants may overreact to items that are currently in their minds and are related to past experience or beliefs. Other effects were that the participants have a range of attitudes about items and respond by degree of feeling and that affective feelings about the items were in memories rather than the current logical reasoning related to the content.

Wood, Chandler, & Spies (1980) surveyed 51 fourth-grade students on their perceptions of the effectiveness of their days at school. These encompassed school satisfaction, classwork commitment, and pre-and-post attitudes about their teachers, responsibility beliefs for success or failure, and general achievement. They concluded that discussing the positive perceptual factors during the school day assisted students in assuming academic responsibility.

Schmitt (1990) developed the Metacomprehension Strategy Index for intermediate grades and middle school-aged students to assess their awareness of strategic reading techniques in narrative and expository passages. Included in this index were: a.) prediction; b.) previewing; c.) purpose setting; d.) self-questioning; e.) drawing from background knowledge; f.) summarizing; and g.) applying fix-up strategies. The metacognitive strategy items were separated into the three reading stages of pre-, during-, and post- reading.

Sink, Barnett, and Hixon (1991) examined the patterns between self-regulation within the perceptual and cognitive categories and reading performance for 62 sixth-grade students. The results indicated that planning and self-appraisal were highly related to reading performance and that teacher perceptions were directly related to predictions of reading performance.

Jacobs and Paris (1987) categorized metacognition into two major areas: a.) self-evaluation of awareness and perception of content, knowledge, aptitudes, task, and strategy selection; and b.) "self-regulation" by means of content, procedures, and appropriate strategy use. Self-monitoring of thinking processes during comprehension included the stages of planning, evaluation, and regulation allowing for student adjustment of comprehension. Their research assessed the patterns and differences among the students' awareness of metacognitive strategies, reading skills, and reading performance. The participants, 46 teachers, in the study from 18 schools with

25 control groups, consisting of 783 third graders and 801 fifth graders. The students were administered a metacognitive multiple choice assessment of 20 items in the categories of planning, evaluation, regulation, and conditional knowledge. The Gates-MacGinitie Reading Test was administered to gather and collect data regarding reading levels. The results indicated that the groups with strategy instruction were more aware of metacognition, with girls scoring higher than boys.

Paris and Jacobs (1984) analyzed the students' uses of comprehension strategies in a study of 91 students in grade 3 and 92 students in grade 5 who were interviewed about metacognitive awareness and use. The findings indicated that metacognitive awareness scores were comparatively higher for the fifth-grade students than the third-grade students.

Henk and Melnick (1995) were concerned that valid, affective domain assessment was unavailable for teachers. Several areas affecting reading and writing performance outcomes were suggested: a.) perception; b.) values and beliefs; c.) motives and will; and d.) enthusiasm.

Henk and Melnick (1992) developed The Reader Self-Perception Scale (RSPS), which assessed the student's feelings through self-evaluation and compared the time maintenance of perceptual reading progress. The personal information about perceptions of students regarding their reading performance was obtained from the family members, peers, and teacher. Also assessed were self-efficacy and self-respect. The researchers linked social contexts, dialogue, and feedback with the student's self-perception of

reading performance as well as personal feelings during reading. The classroom learning environment was affected by the student's self-efficacy and reading relationships. The teacher compared the results from the RSPS with the student's observed reading performance for causal data to examine their progress.

Bandura (1977, 1982) clarified the self-efficacy concept as the student's judgment of personal aptitude, task performance, and perception across time. A student's self-perception acted as a positive or negative reading "catalyst" for learning (Schunk, 1983a, 1983b; Zimmerman & Ringle, 1981). The student's task selection, reluctance, self-initiation, and outcome endurance were affected by self-efficacy, perception and reasoning (Bandura & Schunk, 1981; Schunk, 1984).

Henk and Melnick (1995) linked self-perception directly to reading practices, feelings, and performance. Readers perceived the following factors as important in relating to their self-evaluation of reading abilities: a.) their reading performance; b.) effort and assistance; c.) task difficulty and persistence; and d.) instructional purposes (Bandura, 1977, 1982; Schunk, 1984).

Jason and Dubnow (1973) developed a self-report scale, which was administered to 80 sixth-grade students. The findings indicated that below average readers had lower self concepts than higher performing students. Also, a positive link was suggested between self-ratings of reading abilities and performance in vocabulary and comprehension. They conducted another

self-report study analyzing achievement test data from the Otis Mental Ability Test, and the Iowa Tests of Basic Skills, Vocabulary and Reading Comprehension. The scores from nine fifth-grade classrooms (231 students) indicated positive relationships among self-report, reading abilities, and reading performance. Girls scored higher than boys in the data disaggregation.

Roe, Stoodt, and Burns (1991) suggested a self-report measurement using the self-rating checklist for a wide range of reading performance items. The student's attitude toward reading was represented through responses to reading passages, choice of book selections, and establishing reading purposes. Mason and Au (1990) related recreational reading to lifetime reading habits. Heathington and Alexander (1978) developed an attitude observational checklist to be used as an interview process.

Cheek, Flipppo, and Lindsey (1997) enumerated various interest and attitudinal assessment tools for facilitative teachers to use with their students to empower reading outcomes. The assessment resources were as follows: a.) the retrospective inventory, which provided success or failure analysis items for causal data; b.) the introspective inventory, which provided a reflective examination of their thinking procedure as they read; c.) autobiography, which offered the oral or written modes for specific learners to share their attitudes about reading; d.) class discussion, which benefited the teacher in the selection of reading resources to match student interests; e.) the interview process (dialogue) which portrayed the student's self-worth; f.)

book reviews which assisted reading resources selection; g.) observation of interest attentiveness during book reviews; and h.) book title ratings by the students. Reflections were suggested as critical intervention strategies.

McKenna and Kear (1990) recognized the significance of several attitudinal aspects affecting reading performance as follows: a.) feelings and motivation determined the reader's responsive performance; b.) objective accountability lacked data from the subjective, affective domain; and c.) quantitative group surveys lacked reference norm data, reliability and validity, and attributes. The researchers developed an attitudinal survey, which was administered to 18,000 elementary students in grades one through six to establish norms. The purposes of the survey were as follows: a.) instructional planning; b.) individual and group attitudinal measurement; and c.) perceptions about reading programs. Garfield was the character respondent for each item. Recreational and academic reading were the two subscales.

Sherman, Hofmann, and O'Meara (1988) examined the relationships among causal attributions, locus of control, and standardized achievement in a study of 94 fifth graders in the small, middle-class school district. The Multi-Attributional Causality Scale was adapted so that children could reflect on their concerns, failures, or successes in their instructional surroundings. The causality findings indicated a measure of ability considered to be indicative of internal attributes, and the external attributes of performance were obtained from items about the student's reading. The vocabulary and verbal

comprehension scores were through a standardized testing measure. The researchers found that the middle-class students attributed achievement to ability (internal locus of control) and effort.

Instructional Reading Theories

Elley, Schleicher, and Wagemaker (1994) concluded that illiterate people are at a great disadvantage globally. Furthermore, increased literacy is a global “cry” from the world’s population. Advantages of a literate society are the following: a.) safety; b.) self-respect; c.) learning; and d.) job-oriented skills. Carceles (1990) predicted that illiteracy affected 911 million people in the twenty-first century.

The International Reading Association and National Council of Teachers of English Standards for the English Language Arts (1996) combined efforts to develop written standards for the language and literacy development of all students. The following list of descriptive terminology exemplified the expectations of students’ language use and literacy performance: a.) developing cognitive processes; b.) speaking and writing concisely; c.) reading and thinking strategically; and d.) contributing creatively.

The IRA/NCTE (1996) continued with the quote, “To participate fully in society and the workplace in 2020, citizens will need powerful literacy abilities that until now have been achieved only by a small percentage of the population.” The expansion of the standards included technological advancement to meet the societal and global demands as well as the visual arts and media communication expectancies and contributions.

The reading process and approaches in reading instruction have dynamic socialization factors used proportionately by teachers following their instructional training, experiences, and background knowledge. Kaiden (1998) challenged reading teachers to become theoretical practitioners by creating and utilizing instructional strategies that develop actively involved learners. In addition, active readers are applying knowledge in meaningful contexts, forming innovative conceptual meanings, and using metacognitive strategies to self-regulate their understanding during reading to attain expectations.

Perfetti and Curtis (1986) promoted the Cognitive Model of Reading in which students learned to be fluent in word attack skills, matched the text patterns with their mental models (Spiro, 1980) and used comprehension frameworks (Palinscar, 1984). They felt that reader competency was developed through the instruction of comprehension thinking, a strategic process.

At Benchmark Middle School, Gaskins and Elliot (1991) designed courses for middle schoolers based upon and consisting of the following attributes: a.) knowledge about competencies, learning frameworks, qualities, and behavior for successful performance; b.) control of their engaged work by linking their learning style strengths; and c.) motivational links of the method reaching to task completion success. After several years of the metacognitive strategy training process, Gaskins (1998) reported that the at-risk and delayed learning students were reading more books than

regular students, progressing at or above the mean on formalized tests, reading two levels above in the basal programs, and performing successfully when returned to their regular schools.

Dowhower's (1998) longitudinal study over a ten year period revealed that 1 out of 10 cooperating teachers who worked with student teachers taught reading strategies. Dowhower suggested that teachers confused specific methods, direct instruction, and assessment with strategic reading.

Combined lesson sequence and strategic instruction were found in the prereading stages according to Ringler and Weber (1984, pp. 70-72).

Combined instructional and strategy procedures were interwoven in the three reading stages of Baumann and Schmitt's (1986) model, "An Overview of the Comprehension Strategy Framework".

Student reading performance was typically increased through instructional training programs that consist of students' metacognitive understandings, usage, and self-direction of two types of transfer (Baker & Brown, 1984): a.) vertical, which distinguishes the relationships into part and whole skill concepts; and b.) lateral, which utilizes strategic procedures (Gagne & Smith, 1967).

Tierney and Cunningham (1984) identified several instructional concerns regarding reading instruction: a.) The students' placement should be foremost in the planning process as the pre-reading and thinking process components were determined; b.) Informal inquiry methods drew prior knowledge from students using natural responses for instructional guidance;

c.) The social communicative aspects were significant visionary goals which met realistic societal demands in daily routine reading tasks at home and school; and d.) The purposes of classroom methodology should be evaluated with more than one type of instrument to determine the methodology's quality.

Carnine (1990) advocated the use of the direct reading instructional model, which assisted students through the instructional sequence in this process: a.) reinforce efforts; b.) demonstrate and guide; c.) check and assess; d.) alternate verbally the meaningful application of familiar and unfamiliar concepts; e.) plan delayed assessment often during the lesson; and f.) repeat steps d-e. This method seemed overtly effective for all readers because it allowed more learning time. Teachers intervened with clarifications and new repeated examples then assessed after the students shared their understanding of the task. Conditional aspects for the learning setting were organized for learner success through these interactive stages: dialogue, responses, cues, verbal or printed validation, and reinforcement (Gagne, 1985).

Thomas, Strage, and Curley (1988) compiled a taxonomy of broad to specific self-initiative actions that were linked to the completion of reading assignments and modeled for new information delivery. The self-guiding actions were provisions, requirements, opportunistic occasions, and purposeful objectivity. Mason and Au (1990) linked strategic processes in

guiding the learning process for students to modeling and feedback through encouragement similar to coaching.

Pearson (1985) stated that both the student and teacher were responsible for the completion of assignments with the adult and the student exchanging positions in the learning setting as the student became more proficient regarding the teacher's instructional methods and expectations. The teacher's perception of the student's growth in responsibility and knowing when to release responsibility apparently was a key instructional factor.

Tharp and Gallimore (1990, p. 200) stated that teaching is positive only when it "awakens and rouses to life those functions which are in a stage of maturing, which lie in the zone of proximal development," a Vygotskian principle (Vygotsky, 1956, p. 278). In later research, Vygotsky (1956, 1978) explained facilitative interactive teaching within a learner's zone of proximal development as the span of change when working independently and with assistance. Tharp and Gallimore (1988, p. 250) delineated the performance capacity process which exemplified recursive looping from stages I-IV with assistance from others; self; internalization, automaticity, fossilization, and looping back to self-assistance rather than assistance by others.

The assistance concept within the zone of proximal development was considered to be a tedious and complex measurement process for quantitative purposes by some critics (Paris, 1988). Wood and Middleton (1975) suggested a similar "zone" as an area of keen alertness within teaching methodology.

Brandt (1993) viewed the masters (parents and teachers) in the child's world as the producers of the instructional challenge, which was attainable through the apprenticeship model. Also, students should be provided with opportunities for thinking and applying knowledge in different ways.

Pogrow (1994) stated that two of the most significant skills processes of development were composition of strategic frameworks and decontextualizing (i.e., applicable generalizing of acquired ideas in another subject area or context). Purcell-Gates (1995) defined recontextualization as mentally deriving the author's message as it was written in the content with the mental contexts.

Baumann, Hoffman, Moon, and Duffy-Hester (1998) conducted a study of 3,199 Pre K-Grade 5 elementary teachers to determine their reading theories and beliefs. The findings revealed that the typical primary teacher preferred a literature-based, phonics in context, and eclectic reading approach, with student goals that included developing strategic, independent readers who used word recognition skills and comprehension strategies. The balanced, eclectic reading approaches were selected by Pre K-Grade 5 teachers (88%) who responded favorably to the development of strategic readers through word recognition, fluency and comprehension. The goal of 94% of the teachers surveyed was to produce motivated readers who enjoyed literatue. The fourth and fifth grade teachers (94%) responded with a "moderate," rather than "considerable," rating for instructional time spent on

reading in the content areas; 86% of the surveyed read orally to their students; and 81% provided literature-based resources.

Teachers' Use of Scaffolding

Scaffolding, as defined by Leu and Kinzer (1995), was temporary assistance provided to learners as they were involved in reading assignments that were beyond their understanding or abilities. Just as students were taught to explore alternatives and solutions as well as new thinking processes, teachers were challenged to explore the same to provide strategic opportunities for students. Purcell, Risko, and Vukelich (1998) suggested scaffolding for students and teachers as learners whereby learning was expanded beyond the mediation area. Teachers planned for the challenging concept within the reading lesson.

Roehler and Duffy (1991) suggested that the operational modes of scaffolding for students coupled with coaching as teacher mediations after teacher-generated questioning clarifying interaction between teacher and student. They also agreed with the concept that spontaneous mediations occurred naturally during interactive moments between the teacher and student. The facilitative teacher's responses represented a gradual transfer of responsibility through meaningful, fast-paced dialogue.

Mason and Au (1990) asserted that modeling and coaching made instructional scaffolding workable by the adaptations of modifying, lessening, and omitting. Special needs students in inclusion classes who experienced difficulty in reading used scaffolding adaptations successfully according to

Graves (1996). The teacher guided the student through the reading tasks by the following adaptations: a.) reduced the essentials of character portrayal ; b.) orally read the initial chapters as well as other chapters; and c.) summarized information.

Pearson (1985) stated that teachers acted as coaches precisely with the right content, encouragement, and cheering for the students' success.

Trelease (1995) stated that book discussions relied on coaching in conjunction with cueing, which encouraged children's viewpoints, nurtured retention, and developed prediction.

Wolf (1998) suggested that teacher's instructional selection and use of dramatization strategies guided the students' reading engagement and perceptions completing the circle of knowledge and understanding. Students followed the teacher's lead, assuming interactive reading roles.

Teachers scaffolded and modeled their questioning in participatory dialogue with students; thus, students matched and used the self-questioning techniques during various comprehension exercises (Pearson & Felding, 1991). Self-questioning was routinely taught as a strategic component of "fix up" strategies.

King (1994) conducted a pilot study that was based on questioning and locus of control for students, who worked in pairs as they read, created questions, and responded to the partner's written questions. The questioning strategy enhanced comprehension during reading by linking to prior knowledge or experiences and explicating the central thought of the passage.

In King's (1994) study, internal locus of control was defined as a process in which students self-regulated their comprehension and learned new information by relating textual and experiential patterns. Students who arranged ideas to enhance retention were using attributions of external locus of control. He further concluded that students with an internal locus of control performed at a higher level than those students with an external locus of control.

King (1994) and Rosenshine, Meister and Chapman (1996) found a total of 26 studies related to question-generated strategies for students. Seventeen studies were based upon typical instruction for generating questions, and nine studies utilized reciprocal teaching of questions, supporting the scaffolding strategy. Students answered comprehension questions during and after reading as they worked in the following three groups: a.) prewritten textual (standardized) questions; b.) questions leading to summarization; and c.) student-generated questions. The median effect size was significant for the test group generating questions. The group generating questions scored in the 81st percentile and the standardized testing group with preset questions scored at the 64th percentile.

King (1992) developed procedural prompts from question stems, which were defined as question starters for complex text patterns. Question stems were used to develop the students' self-questioning skills in the study. Five types of questioning were compared: clue words, central thought, question stems, summarization, and story grammar. The question types

were based upon literal meanings, structure, and implied concepts. Self-monitoring skills were enhanced as students understood their textual question or response errors.

Self-questioning of the existing knowledge served as the evaluative link between the framework utilized and the progress toward successful goal attainment (Flavell, Miller, & Miller, 1993). Teach Quest, and Request modeled questioning roles and a scaffolding process for students (Ciardiello, 1998).

Wollman-Bonilla and Werchadlo (1999) conducted a study of 570 written responses from 24 first graders regarding the use of a teacher and peer scaffolding modeling technique which consisted of explicit explanations, feedback, and sharing. The findings demonstrated that first graders could respond to literature and progress in reading and writing beyond their individual capabilities. The zone of proximal development, i.e., the challenging expansion of the first graders' learning, had been tapped by recording the class dialogue. The examples in the responses were recorded, unitized, and categorized from the interactive dialogue during modeling, explanations, feedback, and sharing.

Strategic Instruction

Ellis and Lenz (1990) defined a strategy as a learner's way of approaching a task and included thinking, planning and working with action, and critical reflection for success. Salembier (1999) concluded that integrated

procedural instructions for strategy use and concise teaching enhanced textual concepts.

Salembier (1999) described the steps in the Scan and Run strategy for active student engagement as follows: a.) introduce the purpose; b.) preview; c.) model the think aloud process; d.) adjust the reading during the confusion times; e.) use chapter questions to focus on the content; and f.) use a self-monitoring progress chart during all phases of the reading assignment. The Scan and Run strategy included the metacognitive elements and the total reading process. The self-directed actions were directives, provisions, opportunities, and objectivity.

Palinscar and Brown (1984) promoted interchangeable teaching to foster understanding in a study of six middle school reading teachers who taught below-level students. The students conducted a comprehension check in a Stages of Responsibility study for remedial junior high school students with the teacher modeling a process to read, reiterate, inquire, explain, and forecast. Results of this study indicated that five of six students experienced an increase in comprehension from 40% to 80% on independent work, with one student increasing from 10% to 50%. The generalization probes in social studies and science indicated progress from 20% to 60% of correct responses.

Gordon (1985) conducted inference training research that consisted of guiding fourth-graders who were below level in reading through the four stages of modeling to the students' stage of reasoning. The results of this

study agreed with the research of Pearson and Gallagher (1983), which reported that the completion of tasks and the release of responsibility transferred by degree from the teacher to the student.

Combs (1987) conducted a study with 24 kindergarten students at the pre-reading level using enlarged texts to model a think-aloud process. The teachers found that modeling this process improved the retention of story elements. When the children were involved in the think-aloud process, they were more enthusiastic about their books and retellings. The students' focus, book appeal, interaction, and joy of reading were enhanced through active engagement.

McAndrew (1998) advocated a community classroom of literacy modeling by teachers in order for students to see teachers as functional readers and writers in an interactive partnership setting. In addition, Lewis (1986) expanded the partnership viewpoint by changing from teachers' choices to students' choices during the reading process.

Student's Metacognition

Cheek, Flippo, and Lindsey (1997) recommended choosing from numerous, suitable, metacognitive strategies and utilizing them across the curriculum. Assessing personal perception and using the metacognitive awareness strategy enabled students to acquire reading intensity and adjust reading rates for textual understanding.

DeCosta (1986) supplied metacognitive skills through special keys for students: a.) generating knowledge creatively while developing academic ideas; b.) relating the academic ideas to a personal, socio-cultural realism; and c.) understanding the perspectives of transformational change. Research presentations, drawing from background experiences, and changes in character development exemplified DeCosta's sources for the special keys of metacognitive skills development.

Johns and Lenski (1997) recognized that students required self-monitoring for reading and the means to find the needed resources; thus, they recommended the use of Winograd and Hare's (1988, p. 301) strategic teaching model. The steps in the model were as follows: a.) "The students were taught the strategy's name, definition, attributes, and a strategic purpose; b.) The teacher modeled the think-aloud procedures for using the strategy; c.) The teacher matched several strategies with the assignments so that students had choices in appropriate strategy use; d.) The teacher assisted students with the evaluation of the suitability of the strategy; and e.) The teacher allowed ample practice for students to assume responsibility in the use of the strategy."

Winograd and Hare's (1988) strategy, which was a skill-oriented thinking process, assisted students in the self-monitoring of reading confusions (a "fix-up" strategy). A fix-up strategy was derived for student application from Baker and Brown's (1984) belief that metacognition referred

to the knowledge and control that learners had over their literacy tasks and emphasized comprehension monitoring during reading.

Brozo and Simpson (1999) reported that self-monitoring was crucial in reading as students regulated their confusions by activating the fix-up strategy steps (predict; reread; read ahead; self-question; use imagery; art, or visual aids). Bruner (1990) related the recall process through the terminology of broader frames of happenings or meaning composition that were known to consist of smaller units dealing with objects, people, customs, relationships, events, actions, or some global interpretation. The framing process shaped the student's memory through moods, complexity of details, values, perceptions, or understanding. The mental recall through mirroring established the conditions for scaffolding needed by the student to assume the stage of responsibility. The framing and mirroring technique was a process that could be observed in the classroom through the use of tradebooks or textual passages.

A literal, concrete procedure to enhance a student's self-monitoring capabilities was Graves' (1986) silent reading model. Learning disabled students in a midwest school district were taught to locate main ideas by guided and mechanical self-monitoring instruction consisting of a self-checking card. Kameenui (1990) linked the text interpretation and author's message with a monitoring procedure for better understanding. Apparently, self-monitoring approaches deterred the student's passivity and activated the reader during reading tasks.

Bissex (1984) concluded educators were already aware of children's abilities to conceptualize, make appropriate guesses, create, proofread, and edit during reading; therefore, the student initiated the use of metacognitive skills during reading by activating the inner teacher voice from his known reading abilities. Askew (1998) recounted the influence of the teacher's body language, motions, and proximity, which supported the student in a positive way, and a teacher's nonverbal negative gazes which stifled the self-management of a student almost immediately.

Pressley, El-Dinary, Gaskins, Scheder, Bergamon, Almosi, and Brown (1992) suggested that learning the self-monitoring process took time and the ability to regulate the choices from their learned management skills. By gaining feelings of ownership through the strategic process, students learned that strategy use and self-control worked together.

Wade-Reynolds (1989) believed that students should be prepared for silent reading in the following ways: 1.) have various strategies ready to use; 2.) adjust to spontaneous learning with close selection of resources; and 3.) know the purposes for using the strategies. Metacognitive strategy use may not be evident during reading.

Dana (1989) recommended the use of the following strategy families: a.) RAM (relax, activate purpose and motivation) for prereading preparation; b.) SIP, (summarize, image, predict) focused the student; c.) RIPS (read on image, paraphrase, speed up, slow down, and seek help) as a "fix-up" strategy during reading; and d.) EEEZ (explain, explore, expand, and z's word

concept) as a post reading strategy for retention. These strategy families assisted students with transferring, checking for understanding, self-monitoring, recognizing obstacles, and strategy selection.

Early and Ericson (1988) believed that reading goals should be planned so that all students could read without assistance and develop personal determination by stating, "I will meet reading challenges with success." Being able and willing were key attributes for independent readers as they learned to regulate their comprehension in functional, meaningful contexts and literature.

Purves and Elley (1994) reported the findings of a study of 31 countries and 32 school systems about students' views of metacognitive reading interests. The priorities were to enjoy, spend much time, and focus intensely, and the least regarded perceptions were homework, following commands, and written tasks.

Johns and Lenski's (1997) self-monitoring chart and a fix-up strategy were beneficial in helping students to complete comprehension tasks independently and successfully. The components of the self-monitoring chart were textual summarizing, recognition of silent reading confusions, rereading, self-questioning, and prior knowledge relations (Johns & Lenski, 1997).

Wasik (1998) defined rereading as contextual reading. Rereading was identified as a component of the Johns and Lenski's (1997) self-monitoring chart and Brozo and Simpson's (1999) fix-up strategy, which assisted students in becoming more effective readers. Rasinski (1990) conducted a

study of 20 students in the third-grade and suggested using rereading and listening to taped passages while reading; thus, a better understanding of the text was promoted as well as the increase in reading progress.

Parents' Experiential Reading Support

Ryder and Graves (1998) concluded that the reading performance of U.S. students was connected relationally to parental education and family composition. In most situations, they found that students whose parents have a higher education degree typically read better than do students whose parents did not finish high school. Students from a lower socio-economic family background experienced lower levels of reading than students from families with a higher socio-economic background.

"To reform America, we must put far more recreation into their reading experience...reading orally to all family members and the class", voiced Trelease (1995, p. 17). Tharp and Gallimore (1988) expressed the belief that children made valuable contributions through connected discourse; in addition, when family members guided the student's responses through conversation, students were more likely to develop critical thinking skills. In the IEA Study of Reading Literacy: Achievement and Instruction in Thirty-two School Systems (1994), the findings described the world literacy situation from the 1990-1991 investigation of 210,000 students and 10,000 educators located on five continents who spoke more than twenty languages. The comparative study was conducted with two groups of students, ages 9 and 14. The project members surveyed the differences between voluntary reading

activities and student achievement levels as compared with/according to their academic and cultural backgrounds. Elley (1994) reported that the voluntary reading activities in the area of reading resource variety and time spent on reading for pleasure of the nine-year-old groups in five European countries was 3.06 times each week and that over 65% of the children read a book for recreation. The reading time for American children, age 9, was 2.64. In addition, comics were read more than books in some countries with a high of 75-88% in Scandinavia to a low of 23-28% in the United States, New Zealand and Indonesia. Reading comics apparently enhances visual picture-matching abilities, motivational action, story inferences, metaphors, and vocabulary humor. Elley (1994) also reported that magazines were read more frequently in Venezuela, Portugal, and Cyprus. Other conclusions were as follows: a.) The accessibility of reading resources was a key factor for increasing reading levels; b.) Children who did not have a supply of books would likely experience lower reading scores; and c.) Reading books were selected less frequently than any other reading materials investigated in this study.

Purves and Elley (1994) noted that reading interaction at home, which measured parental encouragement, was directly related to the student's need of assistance and that oral reading was culturally based (book availability). An unexpected outcome occurred with this item: The highest parental reading to children values were in three countries with the lowest achievement values, i.e., Trinidad, Tobago, and Venezuela. In other countries, i.e., Spain,

Netherlands, and Iceland (little homework assigned), the parental reading to children low values were in contrast to a range of average to high achievement values.

Zimmerman, Bonner, and Kovach (1996) suggested that parents should be trained in self-monitoring techniques for homework. If students were to appreciate the purposes of self-monitoring, then parental encouragement was essential in the student's independent and lifetime learning skills.

Parental awareness of ways to assist their children and to work successfully with the teacher's instructional efforts empowered the students' ability to read. Brooks (1998) discovered that parents who participated in the Family Literacy Programme in England and Wales (1994-1995) had an increase in parental confidence and closer school involvement. Instructional techniques (modeling, coaching, scaffolding) used in the classroom were beneficial in the home setting.

Purcell-Gates (1996) conducted a study on the relationships between the family and emergent literacy. The findings indicated that the parents were four times more actively participating in child literacy tasks and ten times more actively reading after the child entered school.

Morningstar (1999) concluded from a study of thirteen parents who were involved in home response/literacy conferencing that they used response journals, conversations about the reading process, and newsletters to enhance their children's interest in reading. The parents increased literacy

understanding through an exchange of response journals with the teacher, creating a connection that enhanced learning.

The bonding of a family could possibly contribute to the students' negative or positive reading outcomes. Bus and Van Ijzendoorn (1995) suggested that students who had close family ties in early childhood could recover from learning difficulties (reading frustrations and obstacles) in later years more easily than students in an insecure family situation.

The Wealth Model promoted by Morrow, Tracey, and Maxwell (1995) stressed that literacy providers need to discover and develop the families' strengths and the home's culturally interactive examples of functional literacy. These researchers reported that the Barbara Bush Foundation conducted a survey of 350 respondents using questionnaires to explore the effectiveness of various literacy programs and daily living changes. The results indicated that in successful programs the parents and children read together, shared fun conversations, and respected each other's viewpoints. Parental involvement in literacy programs negated isolation and built parenting self-confidence (Neuman, Caperelli, & Kee, 1998).

Leseman and De Jong (1998) and Wertz (1985) conducted a complex, multi-faceted study of Dutch, Surinamese, and Turkish inner-city children using an apprenticeship strategy that was a theoretical framework for home reading and writing assistance. A primary conclusion from the study revealed that modeling through social interaction was a prerequisite of the child's internalized responsibility. Leseman and Skjælsling (1996) suggested the

students need to be aware of the purposes for instruction and the independent, task completion expectations.

Genisio, Bruneau, and Casbergue (1998) developed and administered an inventory which surveyed the academic activity events in the home's daily environment. A progressive, perceptual, and experiential scaffolding process was integral to the home settings. A focus on practice in the classroom was shared through parental visits. The parents observed the teachers as they modeled their instructional lessons through these modes: a.) modeling; b.) students' interest and questioning; and c.) students' selection of self-directed learning strategies to establish a routine. The survey supported parents' and teachers' sharing in the children's efforts at school and home.

Rosa and Montero (1990) linked reading and nurturing qualities in literacy and scaffolding experiences. The caring aspects in diverse reading settings expanded educational efforts (Moll, 1990; Vygotsky, 1987; Wertsch, 1985).

Genisio, Bruneau, and Casbergue (1999) described library visits of families in northeastern Wisconsin for 18 months. They were asked to describe love and literacy linkage. The parents were actively engaged in logic of action for purposeful motives, but did not engage in actual book reading as did the significant others in their children's lives. Parents provided the actual reading sources because they were aware that their children needed more experiences.

Summary

The instructional and experiential scaffolding used by teachers, peers, and family members to improve the students' metacognitive learning outcomes has been successfully demonstrated for a span of forty years. The metacognitive premise of self-regulated learners monitoring their reading and assuming responsibility for reading assignments remains intact as suggested in Brozo's and Simpson's (1999) fix-up strategy process for reading confusions. Reading theories and methodology represent challenges for educators to design alternatives to enable below level readers to become more successful.

A structured strategic process took precedence in the eighties and nineties, emphasizing modeling and coaching to enable students to gain responsibility for their reading of expository and recreational texts. Teachers' explanations and the emphasis on completing tasks did not necessarily assure that students could read passages strategically or allow for independent transferability across lessons.

The zone of proximal development, a recursive process, serves as an interactive base for changing the learning responsibility for learning from the adult to the student and from preschoolers to young adults using scaffolding to achieve success. Many parents use scaffolding to teach new tasks at home unaware of its relationship to the school setting.

Some facilitative teachers guide students in balanced reading approaches, which include strategic reading procedures with open

frameworks and innovations for stimulating higher order thinking skills and lifetime learning skills. Low performing readers who read in holistic language arts settings can be overlooked during the use of interactive strategies, thus not receiving specific instructional assistance. As a result, most metacognitive components need to be taught separately to readers to ensure students greater success in becoming proficient readers.

The literature supports using these areas for the successful implementation of effective reading instruction:

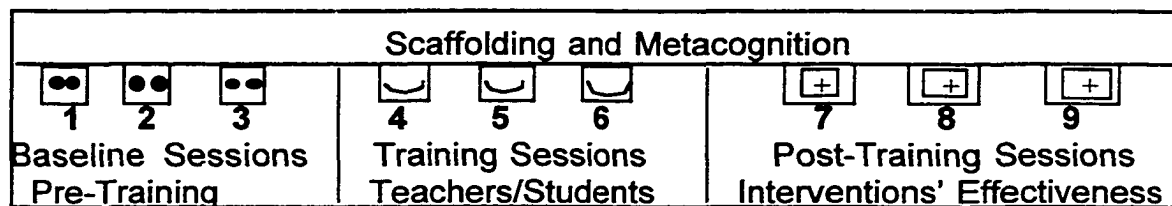
1. Direct reading and strategic instruction, balanced eclectic approaches;
2. Cognitive skills and thinking development;
3. Research supported instruction;
4. Strategic, self-directed reading performance and student-centered reconstructions
5. Interactive learning environment.

The impact of instructional and experiential scaffolding on student metacognition greatly influences successful comprehension by strategic readers at school and at home. Metacognitive transfer from perceptions to classroom interaction and written assignments appears to be crucial for all strategic learners.

Methodology

Introduction

Goetz and LeCompte (1984) defined experimental case studies as overt participant observations adhering to specific procedures and descriptive actions. Twenty-seven observations of fifth-grade reading lessons were conducted in three classrooms with two focal units each that consisted of one student, the teacher, and one family member. The observations were in three sets of three sessions each: 1.) three pre-training (baseline) observations (1-3); 2.) three treatment or training sessions (4-6); and 3.) three post-training sessions (7-9) (see [Figure 1](#)).



[Figure 1](#). The observations graphic portraying the classroom sessions.

All primary focal unit case study participants were interviewed with open-ended surveys or given open-ended questionnaires that explored their relationships in reading and learning with the focal student. These participants were the principals, teachers, and family members. Informal conversations were held to gain additional information regarding learning connections involving the focal unit students. The relational aspects of the 1999 Spring Pilot Study were noted appropriately throughout the Spring 2000 study.

Event recording was analyzed with trend lines for past performance levels and future performance predictions during the observations serving as a method of data collection. The use of declining or inclining trend lines data suggested by Alberto and Troutman (1995), and referred to as the split middle line of progress method, assisted the teachers in the decision-making process relative to the students' needs to assume responsibility for comprehension by the continued use of the teachers' intervention and the determination if scaffolding had occurred. The teachers' intervention was strategic instruction (modeling, coaching, and encouragement). A decline indicated less coaching and more responsibility assumed by the students. The split middle line of progress method required dividing the number of observational days (9) in the middle (5) with a vertical line then dividing the left (1-5 days) and right sides (5-9 days) of the chart in half with a vertical line at the middle sessions on the left side (3) and on the right side (7). The final step involved drawing a horizontal line across all the sessions with the same number of data points above and below the line. The split middle line of progress served as a predictive value for the teachers' strategic instructional procedures from the baseline of performance sessions to the end of the study and into the future.

The data were analyzed by following Spradley's Development Research Sequence (1980). Observations, archival records, and documents as well as data collection instruments including five reading scales (Dubnow & Jason, 1975; Henk & Melnick, 1995; Jacobs & Paris, 1987; McKenna &

Kear, 1990; Schmitt, 1990) were utilized for gathering direct or indirect student information and instructional interaction in the classroom. Direct student information was defined as first person descriptions of the educational experiences with the focal student. Indirect information is exemplified by nonobservable events, archival records, or the second-and-third person descriptions. An extended family member may have discussed the events between the parent and the child, thus describing an indirect event.

Validation of the Instruments

The attitudinal and researcher-designed instruments' descriptors are described with the names of the authors, response items descriptions, purposes, data interpretation, validity, and reliability data (see [Figure 2](#)). The content validity was defined as the matching of items and the instructional objectives or the content as determined by a group of experts. The construct validity was determined by the interpretation of the content of the item analysis and was defined as the measurement of the student's perception of the relational reading performance of self and others as well as the understanding and use of metacognitive elements during reading lessons and comprehension assignments. The interrater reliability was defined as the second observers' (three graduate students) and researcher's degree of agreement on the observable event recording of strategic procedures (modeling, coaching, and encouragement) by the teacher. The second observer accompanied the researcher in one-third of the observations; thus, two observers were in the room at the same time.

Attitudinal Scales Descriptors
<p>Each attitudinal scale's validation is described as listed:</p> <p>1. Self-Report Reading Scale. Authors: Dubnow & Jason (1975). The content validity of this instrument was verified as relating to comprehension task completion, with the purpose of assessing the student's self-perception of reading abilities on 22 yes and no response items. The construct validity was found to be the measurement of the student's positive (confident or assured mind set) self-perception in relation to reading task completion, peers' reading abilities, personal reading abilities, teacher's perception of the student's reading abilities, and reading initiative (self-starter). Reliability: The correlation of the Self-Report Reading Scale and the Iowa Tests of Basic Skills, Vocabulary and Reading Comprehension tests, Form 3 without control of the IQ variable reported that girls are higher in vocabulary and comprehension than boys in both tests. The data were used to plan reading intervention strategies for students.</p> <p>2. An Elementary Reading Survey. Authors: McKenna & Kear (1990). The content validity of this 50 item instrument using a Likert Scale reportedly correlated with academic reading assignments and preferential interests. The students' personal feelings were assessed on a 4 point scale using the character's, Garfield, pictorial responses about various reading performance aspects which are reading initiative, provisional resources, time, and assessment. The reliability and construct validity were derived by McKenna and Kear (1990) who reported that the instrument was initially given to 499 elementary students in a middle-size midwestern U.S. school district. A national sample of 18,138 students, Grades 1-6 were administered the instrument at midyear. Recreational reading scores were compared between groups of students who had or did not have library cards; did and did not check out library books; and watched 1 hr. or 2 hrs. of TV. The purpose of this instrument was to plan for instruction using the results of the assessment of student attitudes toward reading as indicated for recreational, academic, and full scale reading attitudes.</p> <p>3. Metacomprehension Strategy Index. Author: Schmitt (1990). An instrument with 25 multiple choice items with categories in six metacognitive subheadings. The purpose of this instrument was to evaluate the students' knowledge of strategic reading processes with narrative materials. The content validity was reported to be the measurement of reading lesson segments (pre, during, and post) and the metacognitive components (preview and verify, predict, purpose</p>

Figure 2. Attitudinal scale descriptors.

(figure continues)

setting, self-question, draw from background knowledge, and summarize and apply fix-up strategies) used for self-monitoring. The construct validity was reported as the assessment of the student's metacognitive knowledge level of strategic processes during reading. The reliability and validity was reported as an internal consistency value of .87 using the Kuder-Richarson Formula 20. This perceptual instrument was recommended for use as an informal procedure.

4. Index of Reading Awareness. Authors: Jacobs and Paris (1987). The purpose of this instrument was to provide information about students' reading awareness in the third and fifth grades with grade-equivalent reading abilities from second to seventh grades. The content validity of the 20 multiple choice items on the questionnaire addressed perceptual and mental thinking while reading textual concepts. The construct validity assessed four aspects of metacognition: evaluation, planning, regulation, and strategy utility. The reliability was verified when the control group was given the pretest and posttest with the Index of Reading Awareness (IRA). The instrument's total scores are to be used with other sources including observational data.

5. The Reader Self-Perception Scale. Authors: Henk & Melnick (1995). A 33 item instrument using a Likert Scale that assessed how children feel about themselves as readers on four dimensions of self-efficacy (Progress, Observational Comparison, Social Feedback, and Physiological States). The content validity was reported as the measurement of reading performance in comprehension, and the interactive responses between teacher, student and peers during reading. The reliability was indicated with moderate, yet significant relationships between the Total and Individual subtest scores of the Elementary Reading Attitude Survey (McKenna & Kear, 1990) and a variety of standardized reading achievement measures (Henk & Melnick, 1992, 1993). The construct validity was reported as the assessment of self-perception as it related to the reading process. The scale's results may be used to devise ways to enhance children's self-esteem in reading and ideally to increase their motivation to read.

Researcher-Designed Instruments

The content and construct validity were determined in the 1999 Spring Pilot Study. The researcher-designed instruments for the observations, interview or questionnaire surveys, and the students' self-monitoring charts

were used in the 1999 Spring Pilot Study. Metacognitive components were integral in the instruments' design. Content consistency governed the studies' exploration.

The teachers' metacognitive instruction and the student's metacognitive responses were observed during the reading lesson. The students' self-monitoring during silent reading was the intervention taught to the students using a metacognitive chart for better understanding of the passage, which provided a successful means for completing comprehension tasks. The intervention was reviewed for the teachers' scaffolding process, strategic procedures, and the metacognitive components which were as follows: a.) rereading; b.) reading ahead; c.) self-questioning; and d.) draw from background knowledge. The researcher-designed self-monitoring chart had content validity as the students responded to their use of the metacognitive strategies while reading silently. The interrelaters' reliability was noted as three observers and the researcher compared event-recording results during one third of the observations of the teachers' use of strategic procedures during the reading lesson segments and descriptive statements of the focal unit students' completion of reading tasks.

The teacher's strategic procedure for scaffolding adhered to Winograd and Hare's (1988) key features. The components were modeling (define, explain, and demonstrate the strategy), coaching (explain the strategy use and choices), assistance with student evaluation of strategy success, and encouraging of students' efforts. The observation seating chart, a researcher-

designed instrument, had the two focal unit students' desk designated with symbols (C, E) for coaching and encouragement. The class members' desks were not designated with symbols. The event recording of the class interaction during the teacher's lesson and feedback during comprehension assignments portrayed modeling, coaching, and encouragement (verbal or nonverbal) that would enhance construct validity.

The observational event recording was determined by tallying the frequency numbers of the teachers' modeling, coaching, and encouragement occurrences or the class and focal units' students. The number of times that the teacher modeled content, coached, or encouraged the students was calculated on simple effects matrices for data analysis and interpretation. Each session represented a data point for the events recording, then a trend line represented the predictive value of the scaffolding occurrence from the coaching data recording.

Reading and homework experiences were recorded on parental interview surveys, which were structured, open-ended questionnaires utilizing informal conversations to gather data. Home visits were arranged informally, if possible. The scaffolding of homework procedures and the metacognitive components were shared informally with the parents for the purpose of coaching, encouraging of success, and decreasing the degree of assistance. Six family members were involved in the current study. Only the scaffolding compliance efforts (the methods of assistance during homework with the

student) were analyzed qualitatively from the parental interview responses. The scaffolding procedures were not an intervention for the family members.

Research Questions

The study utilized a mixed design with both quantitative and qualitative methodologies. The research questions were matched with the data collection instruments:

1. How do the students' reading perceptions affect discussion in a reading lesson and the completion of a reading task? Quantitative Data Collection Instruments: Observation, Researcher-Designed Diagrams (see Appendix F) and Student Reading Scales (see Appendix C.)

2. How does the students' metacognitive understanding affect participation in a reading lesson and the completion of a reading task? Quantitative Data Collection Instruments: Observation, Researcher-Designed Diagrams (see Appendix F) and Student Reading Scales (see Appendix C.)

3. How do the students use the self-monitoring chart to analyze reading comprehension and textual concepts during silent reading assignments? Mixed Methodology: Self-Monitoring Chart (see Appendix J.

4. How does the relationship between metacognitive instruction and scaffolding techniques in the classroom and home reading experiences (homework) affect reading performance? Qualitative Data Collection Instruments: Questionnaires, Home Experiences (see Appendix I.) and Teachers and Observers' Descriptions (see Appendixes G and F.)

Research Design Statement

The mixed methodology utilized an experimental study with Type 4, multiple-case embedded designs for data collection, interpretation, and cross-case comparisons of the students' reading performance (Yin, 1994). The case studies were developed with literal replication logic, which means that the six case studies had observable repeated measures with the same types of data formats.

Each student had the same dependent variables: 1.) the degree of reliance on teacher assistance for success; and 2.) completion of comprehension tasks. The independent variables were the socio-economic status of the three selected schools, strategic procedures, scaffolding, and self-monitoring. See the Research Design Chart, Figure 3, for the Cases, Sites, SES, Participants, Variables and Sampling information. Three classrooms with teachers who used the same reading approaches were selected for the study. Internal validity was enhanced by ensuring that changes in the dependent variables (comprehension task completion and teacher reliance) were due to the independent variables (strategic procedures, scaffolding, and the use of the self-monitoring chart) rather than differences in the reading instructional approaches. The principals recommended teachers, and teachers recommended the focal units' students.

Research Design Chart Literal Replication Logic With Repeated Measures		
Multiple Cases	Three Sites/SES	Participants With Pseudonyms
Case Studies 1/2	Acclaim School 67%, 1999	Principal (Mrs. Attune) (2) Focal Units: Students (Reed, Pace) Teacher (Mrs. Withit); Family Members
Case Studies 3/4	Blossom School 57%, 1999	Principal (Mrs. Bloom) (2) Focal Units: Students (Bud, Rose) Teacher (Mrs. Petal); Family Members
Case Studies 5/6	Sunshine School Less than 50% SES, 1999	Principal (Mrs. Glow) (2) Focal Units: Student (Sparkle, Sunbeam) Teacher (Mrs. Bright); Family Members
Variables: Dependent--Comprehension Task Completion; Teacher Reliance Independent--Scaffolding, Self-Monitoring, and Strategic Procedures Sampling: Purposeful, Indepth, and Stratified Socio-Economic Status		

Figure 3. Research design chart.

Figure 4 displays the type of methodology used, data collection, instruments, interpretation, and analyses for cross-case comparisons and contrasts. The Developmental Research Sequence (1980) process of observation, interview, and analysis was used for categorizing responses of the questionnaires. This componential analysis procedure compared and contrasted the scaffolding occurrences within each case study and provided the structure for the cross-case analyses. The values of yes, no, and sometimes were used for the scaffolding analysis.

Components of the Experimental Studies	
Multiple Case Studies with Embedded Units of Analysis	
27 Participant Observations, 6 Focal Units, Strategic Procedures: Metacognitive Strategies and Scaffolding	
Quantitative (Mixed Methodology).....Qualitative	
Simple Effects Matrices	Narratives, Domains, Taxonomies
Instructional Observations and Reading Attitudinal Scales	Componential Analysis
Frequency Distribution Mean, Trend Lines, Percentile, Percentages, Standard Deviation, Categorical Data Districts'/Schools Testing Records	Descriptive Data Statements Spradley's DRS Model Instructional Observations Students' Cumulative Records Historical/Archival Records Interviews/Questionnaires

Figure 4. Components of the experimental studies.

Overall Research Plan

The overall research plan involved observing nine sessions in three classrooms at three schools for a period of nine weeks. The students that participated in this study were in the fifth grade. Three covert observations were conducted to establish the baseline data (days 1, 2, and 3). On the fourth, fifth, and sixth days of training and observation, the teachers were given information about strategic instruction, scaffolding procedures, and metacognitive elements related to reading instruction. Days 7, 8, and 9 were post-training days when teachers and students applied their interventions without assistance. Adhering to the same training sessions' timeframe, the six students were trained in self-monitoring. A self-monitoring chart was given to the students for their use during reading. Three post-training sessions were conducted to measure the impact of the training sessions on

scaffolding by the teacher and the use of metacognitive strategies by the six focal unit students to enhance their reading.

Interraters' Reliability

Three observers were briefed on the teacher training procedures and participated as second observers. Each second observer was assigned to the same classroom to observe the strategic procedures for three sessions. The interrater reliability was determined to be an agreement level of an 88% (see Figure 5).

Second Observers (Interraters' Reliability)			
Days 1 - 9			
Percent			
Mrs. Petal	93	88	91
Mrs. Bright	90	80	75
Mrs. Withit	96	91	92
Total 88			

Figure 5. Second observers (interraters' reliability).

Interviews were conducted with the principals, focal unit teachers, and family members of the focal unit students to collect data on the scaffolding and metacognitive instructional support at school and home. The data were analyzed to determine the effects, if any, of the scaffolding and metacognitive strategies on the students' reading performance.

Gaining Access (Adherence to the Spring Pilot Study's Procedures)

The initial scheduling of field visits was a procedure in the case study protocol which was followed to gain entry into the district to collect data (Yin,

1994). Telephones calls to the assistant superintendent and three principals were placed on the night of Feb. 4, 1999, to request access into the district to conduct research for the 1999 Spring Pilot Study. In June, the assistant superintendent and three principals were contacted for permission to conduct the Spring 2000 studies. The researcher met with each of the three principals to present an overview of the study and to obtain their signatures in February 2000. Parents were contacted for signatures and data were collected during a home visit or at their job site (see Appendix A).

Phase 1. Pre-Training (Baseline)

Each focal unit was observed three times at school to collect baseline data. This included event recording of strategic instructions and scaffolding. The observations were scheduled on an observation calendar with the initial observations beginning in February, 2000. See Appendix D, observation calendar, and Appendix F, the researcher- designed seating charts for the classrooms' data collection.

Scheduling

Reading scales with the six students were completed by the middle of April 2000. The attitudinal scales were administered in conference rooms, classrooms, or in the foyers. The assessment schedule did not interfere with classroom instruction and was arranged cooperatively with the teachers. Mrs. Withit's students met at 10:17 A.M. on prearranged days, Mrs. Bright's students met at 2:30 P.M. as scheduled, and Mrs. Petal's students met in

accordance with her daily schedule. See Appendix C for the five reading scales.

The open-ended questionnaires used for interviewing were distributed to the principals, teachers, and family members to complete independently or in face-to-face meetings. These were completed by April 30, 2000 (see Appendixes G, H, and I). Principals preferred meeting with the researcher to complete the questionnaire in the 1999 Spring Pilot Study and discussed only those questions that pertained to the focal unit students in the current study. Informal conversations provided additional information about innovative changes in the Spring 2000 study. The responses were centered on instruction and on the students' reading performances. As family members were contacted for approval signatures, information about the project was shared, and questionnaires were distributed with a choice of a meeting or completing the questionnaires independently. It was necessary for four parents to participate through the venue of a telephone interview.

Phase II, Training

Event recording of the observations of the teachers' strategic instruction and the students' metacognitive use occurred during the three training sessions. The training intervention for the teachers was a review of the strategic instructional procedures (modeling, coaching, and encouragement) for scaffolding (Winograd & Hare, 1988). The students' training (Johns & Lenski, 1987) was conducted from charts on self-monitoring and fix-up strategies. The training expectation for teachers and students was that

scaffolding and metacognitive use would improve during all phases of the reading lesson. Popcorn (class), travel guides (class), pens (focal unit students), and lunch gift certificates (teachers and principals) were presented to the participants (see Appendix J).

During the training observations, incidental interruptions for the students or teachers were recorded for a better understanding of the actual circumstances surrounding the study. Examples of incidental occurrences were as follows: a.) absentees; b.) make-up (illness and lice); c.) a teacher replacement with the teacher (maternity leave preparation); d.) schedule changes when field students from a nearby university arrived on the observation day; e.) conference attendance; f.) one parent was not at the work site for the signature on two occasions; g.) a students' and teachers' basketball game changed the daily schedule for a week; and h.) a selected focal unit student transferred at the beginning of the study.

Phase III, Post-Training

The event recording in Phase III provided evidence of the strategic procedure use, the impact of coaching on the students, and the use of the fix-up strategies on the self-monitoring charts for the completion of comprehension tasks. Another expected source of evidence was the transfer of positive perceptions and metacognitive use by the students during reading.

Analysis

The purpose of the analysis was to investigate those queries postulated by the research questions to determine if the responses provided

data for instructional change. Quantitative and qualitative data were collected from the researcher-designed instruments and these sources of evidence were then interpreted from simple, hand-drawn effects matrices with written descriptive statements. Microsoft Excel graphics displayed the teachers' single and cross-case analyses of the strategic procedures and the students' attitudinal cross-case analyses.

The Microsoft Excel charts were inserted into the descriptive interpretations to provide additional data to answer the research questions. The display, Figure 6, Research Questions, Instruments, Methodology and Dissertation Location, linked the research questions with the analysis instruments (researcher-designed, reading scales, and simple effects matrices) to the type of methodology (quantitative or qualitative) and location of the textual responses (appendixes or text chapters).

The responses from the interviews with the principals, teachers, and family members were analyzed with Spradley's Domain and Taxonomic Analyses (1980), then categorized from the emergent data utilizing the constant comparative method of Lincoln and Guba (1985). The 1999 Spring Pilot Study was synthesized in Figure 7, which identified students as A, B, and C; in the Spring 2000 Study, all participants have pseudonyms.

Research Question, Instruments, Methodology, and Dissertation Location	
Research Question	Methodology
1. How do the students' reading perceptions affect Discussion in a reading lesson and the completion of a reading task.	Quantitative and Qualitative

Figure 6. Research questions, instruments, methodology, and dissertation location.

(figure continues)

Instruments	Dissertation Location
1. Researcher-Designed, Micro-soft Excel Graphs Student Reading Scales and Simple Effects Matrices	Appendix F 1-3 Appendix C 1-5; Text-Chapters 3/4
Figure 6. Research questions, instruments, methodology, and dissertation location.	
Research Questions	Methodology
2. How does the students' metacognitive understanding affect participation in a reading lesson and the completion of a reading task?	Qualitative
Instruments	Dissertation Location
2. Researcher-Designed, Micro-soft Excel, Student Reading Scales and Simple Effects Matrices	Appendix F 1-3 Appendix C 1-5 Text-Chapter 3
Research Questions	Methodology
3. How do the students use the self-monitoring chart to analyze reading comprehension and textual concepts during silent reading assignments?	Qualitative and Quantitative Data
Instruments	Dissertation Location
3. Researcher-Designed Self-Monitoring Chart	Appendix J
Research Questions	Methodology
4. How does the relationship of metacognitive instruction and scaffolding techniques in the classroom and home reading experiences (homework) affect reading performance?	Qualitative
Instruments	Dissertation Location
4. Home Experiences and Teachers' Questionnaires Researcher-Designed	Appendixes G.H.I Appendix F Text

Categorical Analysis of Contrasting Perspectives, 1999 Spring Pilot Study						
ID	Student - Centered Focus; Categorical Change	Metacognition Classroom Usage Instruction	Behavioral Modifications	Focal Student Qualities	Home Reading Support	School-wide Focus
A	Learning Choices	Self-Questioning Active Engagement	Stresses reasons for success.	Responds to computer/ animals.	Shares; Book Purchase; Likes humor.	Book Buying Cross-Subjects
B	Learning Styles	Background Links Strategies	Spelling Chunking	Responds to reading wildlife and	Relates to reading. family trips	Choices literature Learning styles
C	Cooperative Learning	Questioning Positive Feedback	Stresses what you can and can't do.	Responds to news, science, junk mail; history.	Reads and shares cartoons on refrigerator.	Comp. & blue sheet

Figure 7. Cross-cases comparison, teachers' and family members' surveys.

A priori aspects that emerged from the Spring 2000 Studies were as follows: 1.) goal areas, patterns, and emphasis by the principal related school-wide endeavors that affected the focal unit; 2.) instructional routines or interaction by teachers that may have affected the focal unit; and 3.) home experiences and educational support for the students.

The strategic procedures and scaffolding provisions within the instructional settings were described on the researcher-designed instruments and in the text, as shown in Appendix F, Researcher-Designed Observation Seating Charts, for the presentation of the lesson. The data collection and textual notations varied within the researcher-designed

instruments according to the observational strategic procedures and assignments used during the reading lesson.

The instructional observations focused on recording events related to strategies instruction and the students' use of metacognitive relationships during reading. Abbreviated symbols (M, Modeling; C, Coaching; and E, Encouragement) denoted the strategic instructional elements used by the teacher during the reading lesson. The quantitative data analyses consisted of interpreting patterns of modeling, coaching and encouragement (see the classroom setting instruments in Appendix F).

The metacognitive strategies used by the students in verbal discussions or written assignments were described on the researcher-designed classroom seating charts (see Appendix F) and the self-monitoring charts (see Appendix J). The students' notations were from the text and personal experiences during reading using the subheadings of critical thinking, questions, and memories. Mixed methods were used to compare the students' reading performance on the self-monitoring charts.

The scaffolding data from parental questionnaires and the instruction in the classroom were analyzed and compared. The teachers' use of coaching in conjunction with the students' need for assistance determined whether scaffolding had occurred. The binary values of the scaffolding indicators exemplified the types of interpretations which correlated to the metacognitive activities (see [Figure 8](#)).

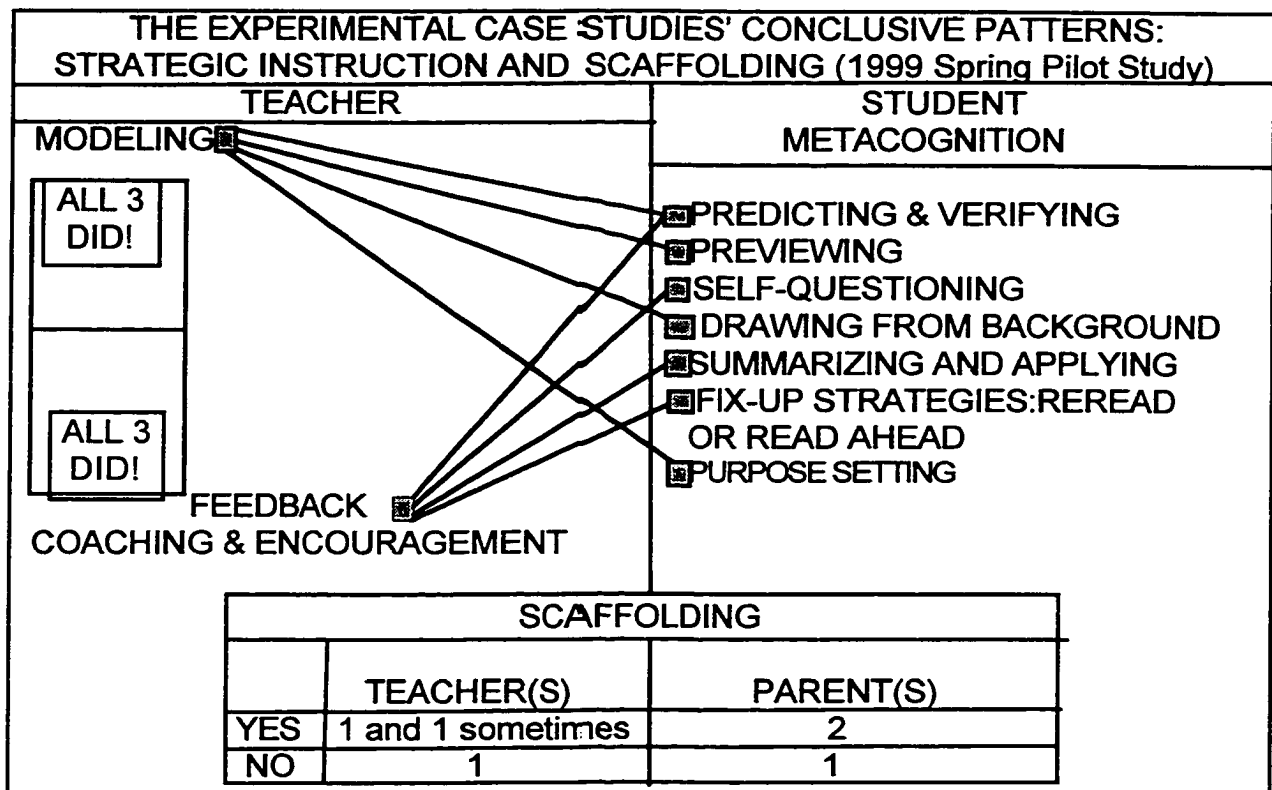


Figure 8. The experimental case studies' conclusive patterns: Strategic instruction and scaffolding (1999 Spring Pilot Study).

The data patterns in Figure 8 were derived from the 1999 Spring Pilot Study with the following guidelines for decision-making: a.) When students were given an assignment and were allowed to work without assistance, they frequently asked for assistance. In this instance, the scaffolding transition from stages I-IV did not occur; b.) When students were given an assignment, the teachers or parents monitored and gave needed feedback on each item or provided continuous assistance. The scaffolding transition from stages I-IV did not occur; and c.) When students were given an assignment that was successfully completed without assistance, then the scaffolding process occurred beyond stage I. The school homework form provided the list of tasks and directions that enabled the students to do their homework. Encouraging

the students and checking the homework were not considered to be providing assistance; however, coaching students was assisting.

The students' cumulative records provided information on academic progress and scores on standardized test. An analysis of the reading scales revealed the students' reading attitudes and metacognitive awareness. This analysis was undertaken for each case study, then charts were designed from the observational and interview data. Additionally, the self-monitoring chart was analyzed and cross-case comparisons of the student data were conducted.

The students' perceptual responses were analyzed from reading scales. Simple effects matrices were developed for the 1999 Spring Pilot Study and the current 2000 studies with the following topics: 1.) Reading Attitudes and Perceptions; and 2.) Use of Metacognitive Strategy.

Contextual analysis described the schools, classrooms, and home experiences gleaned from observations, archival records, or interviews. The responses from the interviews assisted in the domain analysis, taxonomic analysis, and componential analysis of the instructional relationships among principals, teachers, parents, and students. All of the schools' records about the students were collected from the campus and district files.

Triangulation by Other Sources of Documents

The documents used were as follows: the parent's, teacher's, and principal's surveys, instructional observations, open-ended questionnaires used for interviews, and the five attitudinal reading scales. Student records,

historical archival records, district testing documents, and one computer print out of disadvantaged student records provided data from a variety of document sources (Patton, 1990). An example of member checking (Stake, 1995) occurred when Reid stated on the attitudinal survey that he was afraid to read orally in class, then was observed refusing to read orally (see Appendices G, H, and I for the questionnaires).

Sampling Techniques and Introductory Context Analyses

The stratified, purposeful sample provided information-rich data for an in-depth study of students' completing the comprehension tasks. Students who did not complete reading assignments and were dependent upon the teacher were selected for the study. Each elementary school included in the case studies was selected for its location and representative, at-risk student population. Data collected at the school and district levels in 1999-2000 substantiated the sampling procedures.

In the 1999 Spring Pilot Study, Acclaim Upper Elementary School's population was 67% at-risk and 13% African American, and it received federal funds as a Title 1 school-wide program; Blossom's classified population was 57% at-risk, and it received federal funds for only the Title 1 students. Sunshine Upper Elementary's population was 34% at-risk, and it received no federal funds.

The principals of each school recommended the teachers selected for the focal units. Internal validity was ensured with prior observation of the teachers' instructional methods. Teachers were chosen for their flexibility and

ability to work with reluctant readers. Two teachers were recommended because of the availability of special needs students in their language arts/reading classes. The principals stated that the metacognitive strategies used in this study would be beneficial to the teachers and the at-risk students.

Setting

Nurturing Parish was selected as the site for the study. It is located north of lakes in south Louisiana and stretches eastward from Home Parish. The Nurturing Parish Telephone Directory (1999 Spring Pilot Study) noted several interesting facts as follows: 1.) The population is nearly 95,000, with a children's population of 22,000; 2.) It is one of the fastest growing parishes in the state, with major agricultural commodities of forestry, poultry, beef cattle, vegetables and dairy products; 3.) Industries located in the parish include plywood, door works, pulpwood, ironworks, cellu-fiber manufacturing and aluminum; and 4.) A national research facility that will allow scientists to conduct long-term research projects is under construction in the parish.

District

The district currently has thirty-five schools listed in the Nurturing Parish Test Results Report from the school board office. The district's student population was 19,396 as stated on the Student Census Statistics Report (1999) from the Nurturing Parish School Board's Child Welfare and Attendance Department.

In the 1999 Nurturing Parish Test Results Report for the **Iowa Test of Basic Skills**, the school district's Composite National Percentile (59th) was

ranked second in the state on the Grade 3 level and fifth (60th percentile) on the Grade 5 level. On the **Louisiana Education Assessment Program**, the student scores on the Grade 4 Language Arts subtest exceeded the state average.

Schools

Three elementary schools were selected for the study. Each school projected a clear, orderly appearance with efficient management and innovative instructional programs. The principals' persona determined the learning climate for each school. The schools provided instructional links to the community with their technology programs, workshops, and staff development, and through cooperation with neighboring universities.

Acclaim Upper Elementary School

Acclaim Upper Elementary School was a third through fifth grade facility with approximately 400 students. The school had operated as a Title 1 School-wide program for five years.

From the 1999 Nurturing Parish Schools' Test Report on the **IOWA Test of Basic Skills** for Acclaim Upper Elementary School, reading scores reported for Grades 3 and 5 were at the 56th percentile. On the 1999 **Louisiana Education Assessment Program**, scores were at the Basic performance level on the Grade 4 Language Arts subtest.

Blossom Elementary

Blossom Elementary was a Pre-K through fifth grade facility with 570 students and was in its second year of operation. The school qualified for Title 1 funding at the time of this study.

From the 1999 Nurturing Parish Schools' Test Report on the **IOWA Test of Basic Skills** for Blossom Elementary School, reading scores reported for Grade 3 were at the 60th percentile and for Grade 5 at the 56th percentile. On the 1999 **Louisiana Education Assessment Program**, student scores were at the Basic performance level on the Grade 4 Language Arts subtest.

Sunshine Upper Elementary School

Sunshine Upper Elementary School was a third through fifth grade facility with 565 students that was located on dual elementary and junior high campuses. The school received no federal funding.

From the 1999 Nurturing Parish Schools' Test Report on the **IOWA Test of Basic Skills** for Sunshine Upper Elementary School, reading scores reported for Grade 3 were at the 62nd percentile and for Grade 5 at the 60th percentile. On the 1999 **Louisiana Education Assessment Program**, student scores were at the Basic performance level on the Grade 4 Language Arts subtest.

Focal Unit Classrooms

Types of Reading Curricula

The 1999 Spring Pilot Study was conducted in three school sites using fourth and fifth grade classrooms. The reading programs in each school

varied with the school philosophy and teachers' personalities, training, and purposes. Observations of teacher assistance and student participation were conducted to the scaffolding effects on reading performance. Simple effects matrices were used to analyze data and interpret the results related to teacher assistance and student participation. The Spring 2000 Study examined the following: 1.) the grade level change for fifth graders only; and 2.) the observational change during the reading lesson from students' assistance and participation to the recording of the teachers' strategic procedures (modeling, coaching, and encouragement).

The classrooms were selected prior to beginning the initial observations in February, 2000. The reading lessons, setting, approaches, resources, grouping arrangements, and connections in each school were noted from the observations and the teachers' questionnaires responses. The interaction to support the modeling, coaching, and encouragement components of strategic instruction was noted through the voluntary and nonvoluntary responses of the students. Observations included the notations of content, redirected behavior, instructional models, use of metacognitive strategies, modifications for special needs students, interactive comments, and relevant feedback.

Blossom Elementary School

Mrs. Petal participated in the 1999 Spring Study, and the external classroom conditions were expanded to modeling, coaching, and encouragement in the current study. The reading lessons consisted of

important key features to ensure success for the participants. These were as follows: a.) Instructional models written on the dry erase board, interactive overhead visuals, wall maps, and book indices and appendices; b.) Effective discussion using prior knowledge; c.) Prior to the independent reading assignment, the textual and supplementary passages were read orally to the students; d.) Group work using the text, guided rereading and enhanced performance; e.) Classical music was played during independent reading seatwork; f.) Students worked in various group arrangements to generate products for presentations; and g.) The products were displayed on the bulletin board and in the hall. The classroom had large, decorative cubby holes for groups of three to occupy and to participate in cooperative learning activities. The learning atmosphere was relaxed, risk-free, and facilitative, with the teacher sharing humor and providing coaching as needed with individuals or groups.

Sunshine Upper Elementary School

In Mrs. Bright's reading class the students sat in a circle as she guided the students' thinking, modeled oral reading, extended concepts through current events, and provided conceptual experiences, i.e., students' role playing Johnny Appleseed's and Paul Bunyan's dialogue. The students were introduced to places and events that they might not have learned at home to expand their schema. Mrs. Bright compensated for the at-risk students and those with special needs. Authentic literature videos and interactive computer programs including an encyclopedia program were used for additional

motivation and better understanding. Field trips (NASA) were planned for the students. Library time was scheduled twice a week.

She used the overhead projector for poetry examples and discussion. Her high expectations were demonstrated in the assignments, questions, and emphasis on higher order critical thinking skills in verbal and written activities. Students read orally in whisper voices and discussed in pairs. Language rules for written work were clarified by coaching the students. They were expected or redirected to self-correct errors. Immediate feedback was shared with the students to enhance instruction.

Acclaim Upper Elementary School

Ms. Withit's fifth graders worked in cooperative learning groups. She wrote vocabulary and questions on the dry erase board to assist students with definitions and questions. She used examples to explain concepts in novels such as The Lion, Witch and the Wardrobe. Students frequently read assigned chapters in the classroom to increase the likelihood of success in better understanding these assignments. The chapters that were assigned matched the reading capabilities of each student. When the students finished, they were given other assignments. Student conferences with the teacher were conducted after reading to allow the focal unit students to explain their textual understanding to the teacher. Most questions were on the literal and basic understanding levels; however, some questions were noted on the inferential or critical levels.

Students applied sequencing skills in various building projects at home and then gave an oral presentations to the class discussing the projects. Family members and neighbors advised and assisted the students in developing their projects. Mrs. Withit provided assistance with the presentations to help students expand their ideas. Some students presented from written notes or showed book samples to the class.

Desks in the class were arranged in cooperative groups with four students each. Mrs. Withit implemented the Request strategy, which features two students reading and asking critical thinking questions.

Focal Unit Members

The Focal Unit Members consisted of the following: a.) Six students who were deficient in their ability to complete comprehension tasks and who relied on teacher assistance; b.) Three teachers who used strategic reading procedures with the focal students; c.) Six family members each of who supported a focal student with reading experiences outside the classroom; and d.) Three principals who set the tone for learning and were the schools' instructional leaders. The student and teacher were considered the focal unit within the classroom setting.

Blossom School, Selected Students, Teacher, and Parents

The focal unit members in the classroom at Blossom Elementary School were two students and a teacher with the pseudonyms of Bud, Rose, and Mrs. Petal. Bud was a passive student who rarely participated in class, pointed to words while reading, and took so long with the silent reading task

that he failed to finish in the allotted time. Peer tutors had to be asked to help him complete his assignment. Rose was a passive student in discussions and worked quickly, but inaccurately, exhibiting inappropriate behavior such as getting out of her seat to get kleenex or art paper between assignments. Students were asked to read a tradebook between assignments, but Rose preferred drawing to reading. Her ability to read maps was exemplary, and she delighted in demonstrating her expertise for the class and later recalled specific places for group members during a reading lesson.

Mrs. Petal's interview revealed that she was interested in increasing Rose's motivation to read. Her goal for Bud was for him to be a successful, contributing group member. Bud was working closely with only one student. Both Rose and Bud were slow in completing comprehension assignments and in writing activities. Mrs. Petal indicated in the interview that her greatest realistic hope for Rose and Bud was for them to become secure in reading, enjoy reading, and believe in themselves.

The family members of Rose and Bud have been in close contact with the principal and teacher. The principal suggested helpful ideas during parent conferences that included organizing homework sessions. Rose's parents agreed with Mrs. Petal that Rose's attitude affected her reading performance. On a scale of 1-5, Rose's mother rated reading fluency as a low (1) and in reading as a high average (4). They stated that Rose read for fun at home, but did not read assigned books for projects. Bud's mother responded that she had "lightened up" on homework sessions by allowing

play before school work. She felt that Bud had made little progress over the past year. Bud enjoys humor, likes to dance, entertain, and read funny stories. Bud's mother thought that Bud had missed phonics in the earlier grades because he asked for assistance with vocabulary while reading. The mother rated Bud's reading abilities as a 2 or 3 on a 1-5 scale.

Sunshine School, Selected Students, Teacher, and Parents

The focal unit members in the classroom at Sunshine Upper Elementary School were two students and a teacher with the pseudonyms of Sparkle, Sunbeam, and Mrs. Bright. Sparkle participated actively in class, requested information, failed to complete reading assignments correctly, and asked for assistance with written assignments. Sunbeam shared meaningful content from other subjects or relevant background information in class, failed to complete reading assignments correctly, and requested assistance with written tasks.

The principal, Mrs. Glow's, concerns about Sparkle's performance were discussed with her grandmother, with whom she lives. No contact with the mother was recorded.

Mrs. Bright's reading goals for Sparkle and Sunbeam were to increase their vocabulary and improve their ability to draw conclusions. She worked individually with Sparkle and Sunbeam to assist them in answering inferential questions and wrote encouraging comments on written assignments. Mrs. Bright indicated on the questionnaire that several strategies were specifically emphasized with Sparkle and Sunbeam: a.) reading different materials for

different purposes; b.) previewing; and c.) predicting. Recreational reading was provided through the Accelerated Reading program.

Sparkle's mother indicated in the interview that reading was Sparkle's best subject, but stated that the books were getting bigger and harder. They read together, and Sparkle enjoyed having her mother read to her. After receiving directions on homework, Sparkle worked alone in her room. Her mother was concerned about Sparkle's recall after reading and assists with word recognition. Sparkle enjoyed reading scary books (Goosebumps) and teenage magazines which she kept in a drawer in her room. She checked out several library books at a time and was an active reader. Her mother stated, "Sparkle feels special after reading a book."

Sunbeam's mother read mysteries, newspaper, and other books. When she read on the swing outdoors, Sunbeam would get her books and read next to her mother. The mother stated that Sunbeam was a good reader, but could do better. She did not always remember the details in her books after completing them. Sunbeam worked on her homework alone but asked for help when needed; when she had finished, her parents checked her work. She enjoyed writing and placed notes to her mother on the dresser to be found at a later time. Sunbeam's mother stated that she played school and read to younger children at home. Sunbeam worried about report grades.

Acclaim School: Selected Students, Teacher, and Parents

The focal unit members at Acclaim Upper Elementary School were two students and a teacher with the pseudonyms of Reid, Pace, and Mrs. Withit. Reid turned pages during the reading assignment, could not recall the content, and was unable to answer any questions about the story. Pace had difficulty with organization, reading the required assignment, off-task reading behavior, and partial or incomplete comprehension responses.

The principal, Mrs. Attune's, responses to the questionnaire about her communication with the focal unit students and parents indicated that informal and scheduled conferences and conversations occurred periodically. She indicated that a trusting rapport had been established with Reid and that she frequently communicated with him. Mrs. Attune indicated that Reid was honest in his responses to her. She had not recently had to admonish Pace for inappropriate behavior. In the past, tardiness, excessive absences, or health problems were concerns that had been discussed with Pace's parent.

Mrs. Withit's reading goals for Pace were for him to become more involved with the lessons and work at a faster rate, although he comprehended well. A primary concern for Pace was the amount of time allotted for completing a lesson. Mrs. Withit's goal for Reid was to improve comprehension, thus changing his purpose of reading just for a grade. She verified that Reid's fluency was adequate and that he comprehended better when reading orally. Reid's ability to read was rated by Mrs. Withit as average, or 3 on a scale of 1-5. In the classroom, Reid had special seating

arrangements and was closely monitored by Mrs. Withit. Pace's father described his homework sessions and indicated that Pace asked questions and required assistance most of the time after directions were explained. Pace worked at his desk alone in his room. He loved to draw and brought home one book a year. Pace's reading ability was rated as a 3 on a scale of 1-5. On the interview question, "What do you read at home?" the father responded that he read the newspaper, which was a functional reading resource at home.

Each focal unit was described separately for the study with emphasis on the reading performance at school and home by the focal unit students. The following student qualities or influences were explored: 1.) verbal participation in language arts, silent reading assignments, and homework; 2.) background demographics; 3.) teachers' reading goals for the focal unit students; 4.) family members' concerns; 5.) family members' involvement in their child's learning; 6.) students' cooperative working relationships with others; 7.) metacognitive performance at school and home; and 8.) group contributions or participation.

The family members were cooperative and wanted assistance for their children. Academic concerns were openly discussed as well as the effects of low reading performance upon the students. Some of the interview questionnaires were returned to school with the children. Some interviews were conducted by telephone with the family member. Most of the family members were telephoned to clarify the homework item on the survey.

Quantitative Data

Data Collection

The quantitative data collection process consisted of using specific instruments for event recording of a priori strategic instruction and the students' use of metacognitive strategies for self-monitoring. The students' reading scales responses for the attitudes and metacognition strategy awareness were analyzed by item analyses, subcategories, and total scores using Microsoft Excel software for the data percentages charts.

Phases I, II, and III consisted of twenty-seven researcher-designed classroom setting diagrams (Lincoln & Guba, 1985) for event recording of the teachers' strategic instruction and responsive interaction by counting the interactive events for modeling, coaching, and encouragement the calculating the frequency, mean, and standard deviation for each teacher's observation (see Appendix F and Appendix K).

Five instruments were used to collect the student data for reading attitudes, metacognitive strategy awareness, and application of metacognitive knowledge use. The Self Report Scale determined the positive or negative self-perception of the students' reading abilities. The items on each instrument were read to the students, and the responses were written separately.

The students met in various rooms or places (itinerant, teachers' workroom, and hall workstation desk) for the administration of the attitudinal

assessment. Time periods of 20 to 30 minutes each were used with no classes being missed.

Data Interpretation

Reading class events for metacognitive and strategic instruction were recorded using the split middle line of progress method developed by Alberto and Troutman (1995). This technique yielded a frequency distribution with means and standard deviation data. The data were then compiled on the Microsoft Excel charts for interpretation of any instructional changes (decline or increase) during the training sessions and the post-training observation sessions. For example, less coaching during the post-training observation sessions facilitated scaffolding. The data from the Microsoft Excel program were analyzed with descriptive statements for the single case studies, then transferred onto charts for comparative cross-case analyses.

Data from the reading attitude and metacognitive reading scales are reported in the Analysis of the Focal Unit sections of Chapter 4. The students' data were placed on Microsoft Excel charts as single and cross-case comparisons for descriptive interpretations. An item analysis of the Self Report provided descriptors of students' feeling about reading abilities. The Reader Self-Perception Scale was interpreted in five categories relative to the students' abilities. Data relative to metacomprehension awareness of strategy use was interpreted in six categories. The percentile ranks in recreational and academic reading were interpreted for each focal unit student. The analyses of the quantitative data provided the interpretive

statements for some of the conclusions about strategic procedures and attitudes about reading abilities or the use of metacognitive strategies.

Qualitative Data

Data Collection

Descriptive data were collected from twenty-seven classroom observations, nine from each selected classroom. The focal unit members' strategic instructional, assistance, and response actions which described the interaction, lesson presentation, and feedback were recorded on the researcher-designed diagrams. The teachers guided the strategic instructional interaction.

Five reading scale instruments (Dubnow & Jason, 1973; Henk & Melnick, 1995; Jacobs & Paris, 1987; McKenna & Kear, 1990; Schmitt, 1990) were used to collect data related to attitude, metacognitive strategy awareness, and application for each focal unit student. The students selected answers with nonverbal hand signals and verbal responses. The reading scale items were reread to the students when necessary. Some of the focal unit students responded quickly and others were more reflective, answering with care.

Interview and open-ended questionnaires were distributed to the principals, focal unit teachers, parents or family members at each selected school site. Patton's (1990) six interview cells consisting of experience, opinion and value, feeling, knowledge, sensory, and background or demographic questions provided the basis for the development of all

questionnaires. Interviews with the three principals yielded data about the leadership of the school and parental contact with the focal unit student and family members. The questionnaires had items and responses related directly to instructional and experiential relationships with the focal students. Spradley's Developmental Research Sequence (1980) model provided the structure to interpret the qualitative data.

The self-monitoring, intervention charts had daily responses with binary values or personalized key words written by the focal students during the fourth, fifth, and sixth training intervention sessions and the last three post-training observation sessions (seventh, eighth, and ninth). Descriptive statements were written to describe the metacognitive components and the students' comprehension during the self-monitoring segment. Some focal unit students required assistance each session in completing the self-monitoring charts. The instructional setting and assignments determined the amount of time for students to complete the charts.

Background descriptive data were collected from the focal unit students' cumulative records. The data revealed assessment, retention, progress reports, promotion, health, and placement information.

Data Analyses

Data from the use of metacognitive strategies suggested strengths, weaknesses and/or needs which were interpreted qualitatively for the focal unit student and cross-case analyses. Students' reading concerns, fears, skills, thinking processes, and assistance needs were described in the Self

Report instrument. Data from the Self-Report instrument revealed instructional strengths and weakness for each subcategory, which were analyzed and interpreted in descriptive statements about reading difficulties, perceptions, or general reading concerns to better understand the students' feelings about reading.

The research questions were developed based on Spradley's (1980) descriptive, structural, and contrast questions. The use of Spradley's Domain and Taxonomic Analyses (1980) gleaned from the teachers' and family members' interview responses. Five out of the six family members were interviewed. The sixth family member discussed the interviewing process during a home visit and completed the questionnaire alone. The componential analysis graphic for the teachers and family members was developed from the cross-cases responses.

Individual and cross-case analyses from the categories on the reading scales and the items on the self-monitoring charts were developed from descriptive statements about the quantitative data. Cross-case componential analyses were completed from the students' reading perceptions about reading.

The Self-monitoring charts were used with two changes. The first change was administrative: The focal unit students were given the self-monitoring charts daily with prompting for completion or responding as needed, and secondly, Chart Modification: The appropriate day was circled as a guide.

Analysis

Data related to the schools were obtained from each of the principals' responses to the interview. The student's results were analyzed as to the following processes: a.) the use of the self-monitoring chart; b.) scores on the various reading scales; c.) student data derived from the teachers and family members' interview responses; and d.) strategic instruction. A componential analysis (Spradley, 1980) involving cross-case comparisons among the focal units was performed, yielding distinguishing patterns of behavior that permitted the researcher to generalize and draw a number of conclusions from the data analysis.

Descriptions and graphic analysis of the data from the three school sites and the instructional classrooms were collected by observations, interviews, and questionnaires related to the instructional setting. Data from the 1999 Spring Study enabled the researcher to establish a baseline or emergent theme for each campus that provided the impetus for this study. In the following section each school has been briefly described and these emergent themes revealed.

Acclaim Upper Elementary School (1999-2000)

Mrs. Attune, the principal, shared some historical data about the school. It was first built in 1912, housing all grades, but became overpopulated in the next decade. The school board voted to build a second school, the high school, which graduated three people in 1928. Overpopulated again, a new school was built in 1940. In 1964, the original

two-story building of 1924 was destroyed and then rebuilt. In recent years, building annexes and renovations of the main and vocational buildings have been undertaken.

As we walked on the campus, Mrs. Attune described current program innovations such as looping of the third and fourth grade students, who remain with the same teacher for two years, and grants for weather net and weather stations. We visited with the French teachers, where the bulletin board displayed schedules for various written projects and the penpal correspondences with French students.

Technological advancements included the following: 1.) multimedia classrooms with the spelling words moving across TV monitor screens; 2.) two computer labs with Internet connections; and 3.) computers for word-processing. Accelerated Reading and the teacher's workstation were located in the teacher's workroom.

Historical data for the community were located across the street in the Town Hall, and the employees readily shared the written records. One such record described an early settler of the community who shared his memories of the town's beginning and described the settling of the area. He was blind and his daughter wrote the story, then signed the document, "One of the Daughters in the House," on January 15, 1970. This 1970 archival document described the origin of the controversy over naming the town, the names of the first families, and the location of the first post office building, the first existing road (the Turnpike), and the development of the community as a result of the

coming of the railroad. The documents described the lumber industry and trade along the area river ports, which provided passage for ocean bound schooners. The community currently remains a rural area and is within 15 miles of a city.

The area scenes reflected the Hungarian cultural heritage, homes, festival site signs, sausage business, and a beautiful church with an interesting community building beside it. The homes in the school's neighborhood suggested the lower socio-economic status of the immediate area.

The oldest school in Nurturing Parish had many working, student-centered programs to enhance school planning. Observations in the school's foyer revealed many parental brochures that were available and the widespread use of technology in the school.

Blossom Elementary School (1999-2000)

The red, white and blue decor provided a patriotic and impressive learning atmosphere. The facility had an enclosed concrete area for recess and spacious grounds with safety fencing, a gym and a large cafeteria that were used for district workshops. The workshops, meetings, and supporting programs included the following: a G/T Open House; Yes, I Can; a Special Education Students Recognition program; the Directed Reading Assessment meetings; and DARE, the drug prevention program. Mrs. Bloom, the principal, shared information during the interview relative to the community's use of the buildings for student activities, i.e., Boy and Girl Scouts. Other programs in

the school were the following: 1.) Computer labs; 2.) Accelerated Reading; 3.) BETA Club; 4.) Young Astronauts' trip to the Stennis Space Center for planetarium and telescope experiences; and 5.) 4-H Club Achievement Day at a neighboring high school.

The teachers implemented a parents' and children's night where they participated in make it--take it reading activities which could be taken home. The principal, Mrs. Bloom, promoted parental involvement and staff development by providing teachers access to workshops.

Parents were invited to Math and Science Night to participate in student activities. Four teachers were implementing learning grants for the weather and science curriculum enhancement seeking to acquire science equipment in partnership with a major oil company.

The grade level organization implemented by Mrs. Bloom was as follows:

1. K-3, self-contained classrooms, a K-2 PE teacher alternated with art and music and one talented artistic student has an auxiliary teacher.
2. 4-5, team teaching, language arts and PE alternate with math, social studies, science, and PE, with the exception of one pair of teachers, who had a different arrangement.
3. Spanish was taught in grades three through five with fiesta days where students and teachers enjoyed the food from various Spanish cultures.

Sunshine Upper Elementary School (1999-2000)

The principal, Mrs. Glow, worked with parents and students to provide a safe, respectful environment. She indicated on her questionnaire that the school environment and learning excellence should be high priorities.

The school was a focal center for the community with an Arts and Crafts Festival, which displayed parent and student products. Before school, parents and students worked and trained together on the internet in the computer labs. The parent volunteers were called Rocket Boosters. The parents were surveyed and participated at school according to their interests. Special meals were prepared for parents, and during the Honors Day program, the parents were given flowers. Students with a 3.5 grade point received an excellence award, and a T-shirt was presented from a local bank. The Chip Trail was a physical fitness, grant program, that was open to the community.

In the technology lab, tutoring was offered three days a week with 18-20 students grouped together to play "catch up." The junior high school's buses picked up the elementary children on their early routes to accommodate the parents of the children who were attending the early morning technology lab. Mrs. Glow answered a word association question in the interview by saying, "Parents, faculty, staff have to believe in you."

Analysis of the Focal Units

Acclaim Upper Elementary School

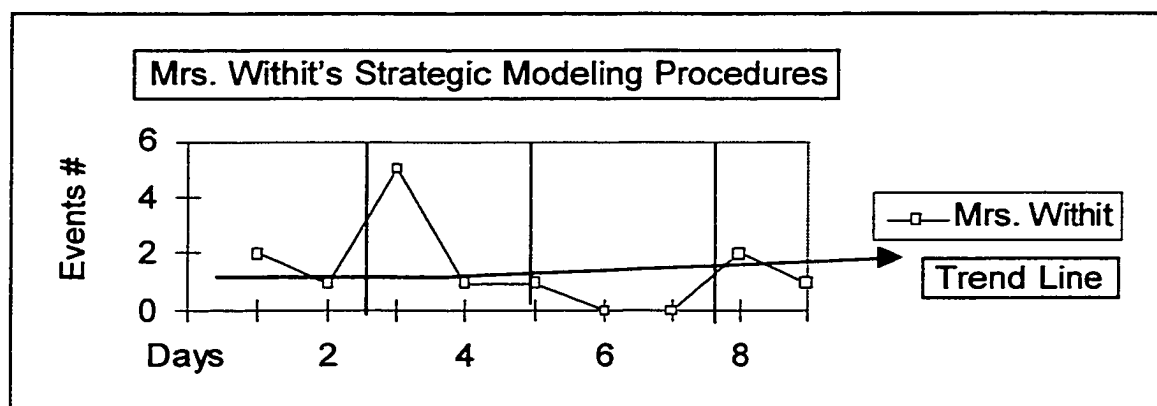
Acclaim Upper Elementary School had two focal units with the first focal unit consisting of the teacher, Mrs. Withit, the student, Reid, and his parent; the second focal unit consisted of the teacher, Mrs. Withit; the student, Pace; and his parent. The reading instruction, strategic procedures, students' background data, attitudinal scales, and the use of the self-monitoring charts were described for each focal unit.

Instructional Reading Performance

The students' reading performance was guided by the strategic procedures (modeling, coaching, and encouragement) of Mrs. Withit. The nine days of event recordings indicated the number of events that Mrs. Withit modeled during reading, as illustrated in Figure 9. On the nine observation days, the number of times that Mrs. Withit modeled concepts ranged between 0-2 on eight days, then she modeled instruction 5 times on the third day of the baseline. During the training and post-training observation days, the number of events for modeling decreased to 1-0, with the exception of a two on the eighth day.

The number of events in which the teacher modeled instruction had a mean of 1.4 with a standard deviation of 1.26. One day was above the norm, two days were below the norm, and six days were within the norm. The type of reading lessons guided the modeling process. Questions and responses, visuals on the dry erase board, or discussions amplified the various modeling

techniques. The trend line indicated an increase in modeling procedures of 1 from session 2.5 to 1.5 at session 7.5. Using the split-middle line of progress concept postulated by Alberto and Troutman (1995) as a predictive value, the actual increase over nine days of observations was 5 (see [Figure 9](#)).



[Figure 9](#). Mrs. Withit's strategic modeling procedures.

The nine days of event recordings corresponded to the number of times that Mrs. Withit coached instruction during reading, as illustrated in [Figure 10](#). On the nine observation days, the number of coaching events ranged from a high of 35 to a low of 3, with higher frequencies during the baseline sessions on the second day with 33, the third day with 35, and during the training session on the fourth day with 31. From the training sessions to the post-training observation sessions, the number of coaching events decreased to 3.

The number of coaching events had a mean of 19.6 with a standard deviation of 12.4. Two days were below the norm (22%); five days were within the norm (56%); and two days were above the norm (22%). The trend line represented a line of progress which predicted whether coaching may incline

or decline across the nine days. The line of progress declined from session 2.5 with the number of coaching events at 35 to session 7.5, where the number of coaching events decreased to 3. The decline of coaching events resulted in data for a 32-point decrease in the number of events for offering assistance, providing the opportunity for students to take responsibility for task completion (see [Figure 10](#)).

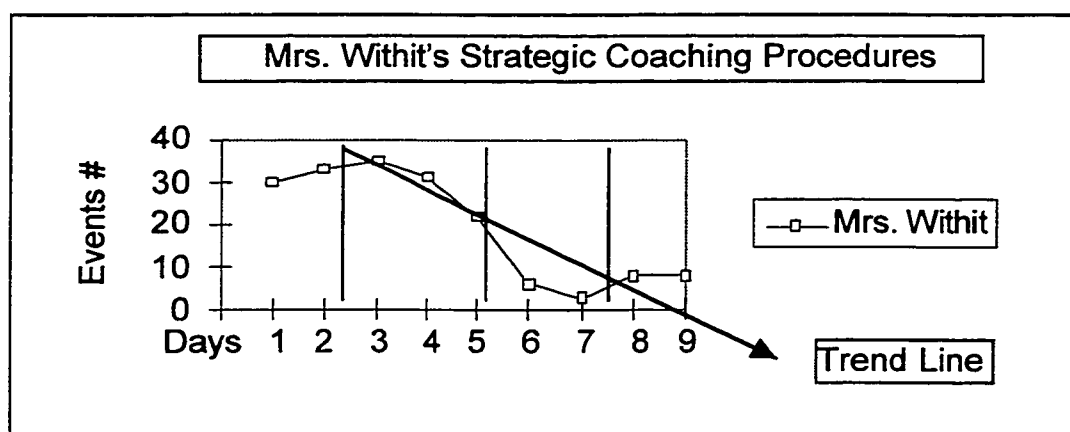


Figure 10. Mrs. Withit's strategic coaching procedures.

The number of coaching events recorded for the focal unit students, Reid and Pace, determined whether the teacher reduced coaching for them. The number of coaching events for Reid and Pace were tallied, and the mean of the coaching events was determined for the nine days as well as for the baseline days 1-3, and the teacher's training sessions, days 4-6, and the post-training observation sessions, days 7-9. Reid's mean for the nine days of coaching events was 2.4. Reid's number of coaching events from the teacher declined from a mean of 3.3 during the three baseline days to 2.0 for the training and post-training observation days (days,4-9). Reid's data

supported the decision to permit him to assume more responsibility in completing tasks.

Pace's mean for the nine days of coaching events was 2.2. His number of coaching events from the teacher declined from a 2.0 mean during the three baseline days to a 1.9 for the training and post-training observation days (days 4-9). Pace's number of coaching events increased to a seven on the sixth day. Pace was given the opportunity to assume moderate responsibility for completing lessons with a slight decrease of .1 of a point for the nine observation days.

The nine days of event recordings indicated the number of times that Mrs. Withit encouraged the students during reading as illustrated in Figure 11. On the nine observation days, the number of encouragement events ranged from 21 to 0 with the highest number of events, 21, on the fourth day, which was the first day of the training sessions. The number of encouragement events had a mean of 10.4 with a standard deviation of 4.8. Four days are below the norm (44%); four days are within the norm (44%); and one day is above the norm (11%). The trend line represented a line of progress that predicted whether encouragement was inclining or declining across the nine days. The line of progress declined from session 2.5 with 15 encouragement events to session 7.5 with 6 encouragement events. When the teacher decreased coaching assistance, the encouragement of instructional efforts declined, also, as illustrated in Figure 11.

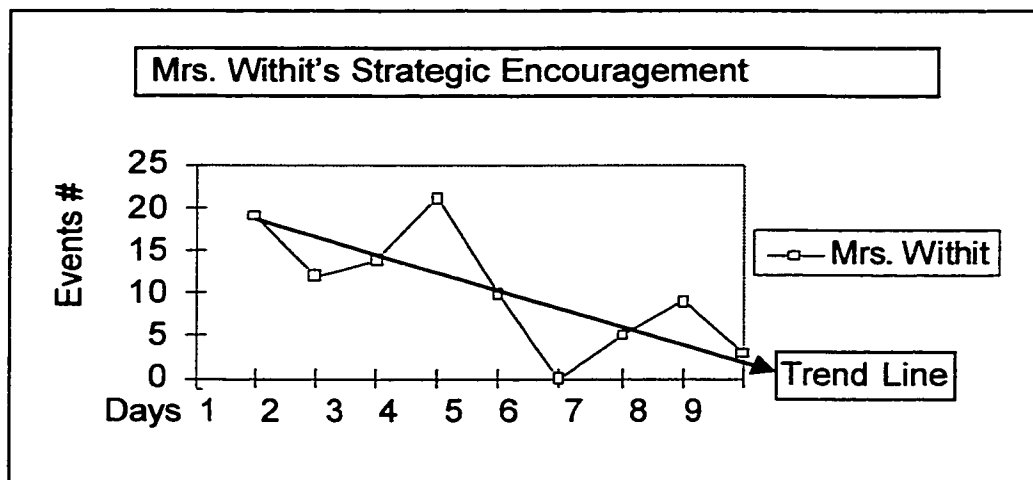


Figure 11. Mrs. Withit's strategic encouragement procedures.

Reid

Cumulative Folder Records

Reid's reading performance on the progress reports indicated a B average in grades K-2 and C, D, and F in grades 3-5. He was retained twice in the elementary grades. His LEAP score was at the mastery level, 342, in the passing range of 300-397 on the third grade Language Arts subtest. Reid scored in the low percentile range on the comprehension reading subtest in the primary grades on the California Achievement Test. On the IOWA Tests of Basic Skills taken in the fourth grade, his comprehension score (25th percentile) denoted weaknesses in higher order thinking skills, use of reference materials, interpretation of data, map reading, diagrams and charts, inferences, comparisons, evaluating meaning, and factual and inferential meanings. In 1999, Reid received ADHD modifications which included preferential seating and repeated directions.

Reading Attitudinal and Metacognition Scales

Data from the attitudinal and metacognition reading scales yielded the following information:

1) The Elementary Reading Attitude Survey: The Recreational Reading raw score of 23 corresponded to the 20th percentile (low), and the Academic Reading raw score of 23 corresponded to the 37th percentile (low) with a full scale score of 46, which corresponded to the 23rd percentile (low).

2.) Index of Reading Awareness: The four metacognition aspects of evaluation, planning, regulation, and strategy utility are presented in Figure 12, with scores of 65% for the highest understanding awareness (items with a score of 2), 78% for the awareness total, and 35% for the nonuse and lack of understanding (items scored 0-1).

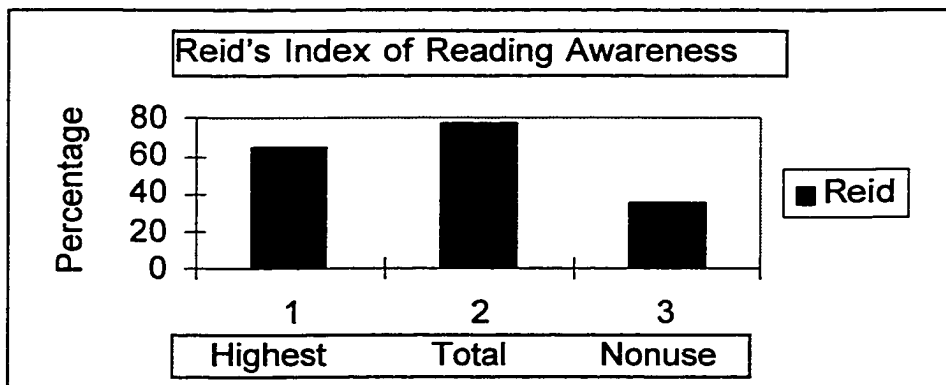


Figure 12. Reid's index of reading awareness.

3.) Self-Report Reading Scale: Reid's positive self-perception score was reported as 13 out of 22 points or 59%. Reid's selected items indicated that he wants to read better; has an oral reading fear, has difficulty

with main ideas, wants to stop reading when it becomes too difficult, and wants reading assistance.

4.) Metacomprehension Strategy Index: The six item clusters were as follows: 1.) Predict and Verify; 2.) Preview; 3.) Purpose Setting; 4.) Self-Question; 5.) Draw from Background Knowledge; and 6.) Summarize and Apply Fix-up Strategies. Reid's responses of yes or no on the clusters were considered to be an informal interpretative approach for identifying intervention needs.

Reid's highest scores were in Apply Fix-up Strategies (50%), Preview (50%), Predict and Verify (86%), Self-Question (67%), and Purpose Setting (67%). His other scores ranged from 0 to 33.3% with his yes responses. He appeared to know 60% of the items. Reid commented during the assessment that he did not know that he could ask questions about the story while he read, i.e., What is going to happen next? or Why did they do that?

5.) The Reader Self-Perception Scale: Reid's scores were compared with the descriptive statistics of fifth graders of the pilot study. Reid's raw scores were evenly split between below and within the norm. These scores were as follows: 1.) Progress, 32 out of 45, below the norm; 2.) Observational Comparison, 17 out of 30, within the norm; 3.) Social Feedback, the highest area, 38 out of 45, within the norm; and 4.) Physiological States, 15 out of 40, below the norm. His General Perception was 5 (High).

Self-Monitoring Chart

Reid used the self-monitoring chart each day, but required prompting. His inability to recall information from his reading assignments hindered his use of the chart. The charts were completed 4 out of 6 days, with yes responses for confusions, rereading, and reading ahead. The yes responses indicated that Reid was confused during reading and stopped to reread or read ahead. Reid related his stories to memories of someone writing with a pen, and he drew from such background experiences as the news, weather, and violence on TV. The self-monitoring chart data were not sent home. He did not enjoy completing the charts and commented on his dislike for them during the attitudinal assessment. One of the uses of the self-monitoring chart was to encourage Reid to adjust his reading rate.

Pace

Cumulative Folder Records

Pace's reading performance on the progress reports indicated a D average in grades 1-5. He was retained in the third grade. His LEAP score was at the mastery level, 347, within the passing range of 300-397 on the third grade Language Arts subtest. Pace scored in the low to low average range on the comprehension reading subtest for the primary grades on the California Achievement Test. On the IOWA Tests of Basic Skills taken in fourth grade, his comprehension score was at the 62nd percentile with a strength in reference material use.

Reading Attitudinal and Metacognition Scales

Data from the attitudinal reading and metacognitive scales yielded the following information:

- 1.) The Elementary Reading Attitude Survey: The Recreational Reading raw score of 27 corresponded to the 42nd percentile (low average), and the Academic Reading raw score of 36 corresponded to the 96th percentile (high) with a full scale score of 63, which corresponded to the 79th percentile (high).
- 2.) Index of Reading Awareness: The four metacognitive aspects of evaluation, planning, regulation, and strategy utility are presented in Figure 13, with 40% for the highest understanding awareness (items with a score of 2); 20% for the awareness total; and 10% for the nonuse and lack of understanding (items with scores of 0-1).

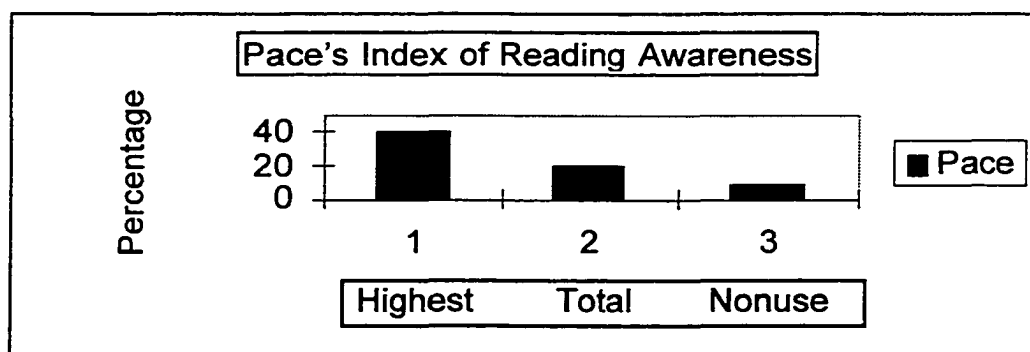


Figure 13. Pace's index of reading awareness

- 3.) Self-Report Reading Scale: Pace's positive self-perception score was reported as 11 out of 22 points or 50%. Pace's selected items indicated perceptual weaknesses in vocabulary and main idea, wants to read better; lacks reading perseverance, had low peer perception, needed

assistance, portrayed a low reading self-concept, was afraid to read orally, and believed that shorter stories were easier.

4.) Metacomprehension Strategy Index: The six item clusters were listed as follows: 1.) Predict and Verify; 2.) Preview; 3.) Purpose Setting; 4.) Self-Questioning; 5.) Draw from Background Knowledge; and 6.) Summarize and Apply Fix-up Strategies. Pace's responses of yes or no on the clusters were considered to be an informal interpretative approach for identifying intervention needs.

Pace's highest scores were in Apply Fix-up Strategies (50%) and Preview (100%). His other scores ranged from 0 to 36%. He appeared to know about 36% of the items.

5.) The Reader Self-Perception Scale: Pace's scores were compared with the descriptive statistics of fifth graders of the pilot study. Pace's scores were primarily within the norm: 1.) Progress, 36 out of 45, within the norm; Observational Comparison, 7 out of 30, below the norm; Social Feedback, the highest area, 33 out of 45, within the norm; and Physiological States, 18 out of 40, within the norm. His General Perception was a 2 (low).

Self-Monitoring Chart

Pace used the self-monitoring chart each day, but required a reminder to complete it. His ability to recall information from background experiences was stimulated by relating to funny artwork, violence, and TV cartoons. The

charts were completed four out of six days with yes responses for confusions, rereading, and reading ahead. His reading confusion was word identification. The self-monitoring chart data were not sent home.

Analysis of the Focal Unit

Blossom Elementary School

Blossom School had two focal units with the first focal unit consisting of the teacher Mrs. Petal; the student, Rose; and her parent. The second focal unit consisted of the teacher, Mrs. Petal; the student, Bud; and his parent. The focal units' reading instruction, strategic procedures, students' background data, attitudinal scales, and the use of the self-monitoring charts are described.

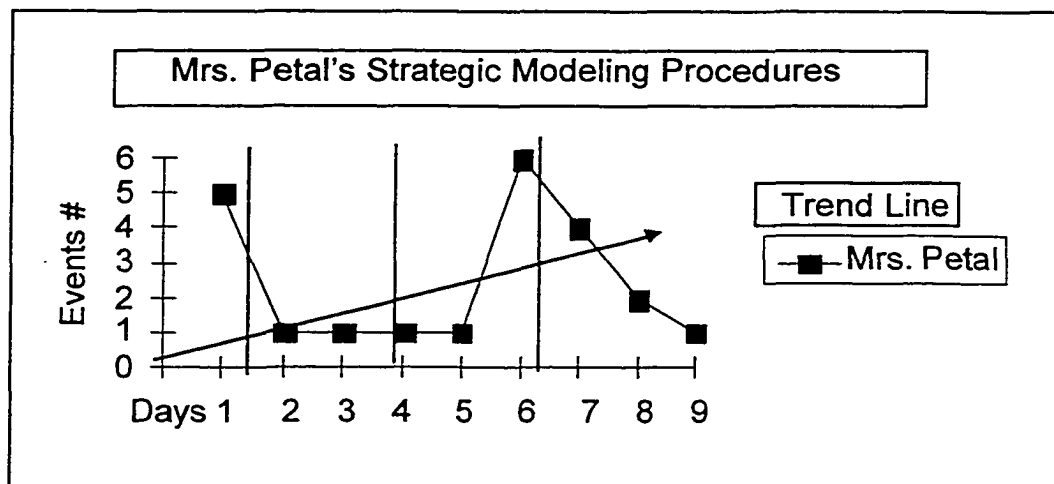
Instructional Reading Performance

The students' reading performance was guided by the strategic procedures (modeling, coaching, and encouragement) of Mrs. Petal. The nine days of event recording indicated the number of events that Mrs. Petal modeled during reading, as illustrated in Figure 14.

During the nine observation days, the number of instructional modeling events ranged between 1-6 on eight days with a high of 5 on the first day of the baseline and a 6 on the last day of the training sessions (day 6). During the training and post-training observation days (4-9), the number of instructional modeling events returned to 1, as was evident in days 2-5. During this time, group work was observed, with group leaders guiding the cooperative learning teams. The team assignments continued over two or three days with

supplementary reading and chart completion, which consisted of comparing the story characters' qualities.

The number of events in which the teacher modeled instruction had a mean of 2.4 with a standard deviation of 1.9. Seven days were within the norm (78%), and two days were above the norm (22%). The various modeling techniques used were questions and responses, visuals on the dry erase board, verbal discussions, book visuals, and map displays. The trend line indicated an increase in modeling procedures of 1 from session 2.5 to 3 at session 7.5. Using the split-middle line of progress concept postulated by Alberto and Troutman (1995) as a predictive value, the actual increase over nine days of observations was 2 (see [Figure 14](#)).



[Figure 14.](#) Mrs. Petal's strategic modeling procedures.

The nine days of event recording corresponded to the number of times that Mrs. Petal used coaching techniques, as illustrated in [Figure 15](#). During the nine observation days, the number of coaching events ranged from a high of 23 to a low of 10 with higher coaching frequencies during baseline

sessions on the third day with 22, and the fifth day which was the second day of the training sessions with 23.

The number of coaching events had a mean of 18.8 with a standard deviation of 5.6. Seven out of nine days were within the norm (78%) and two days were below the norm (22%). The trend line represented a line of progress which predicted whether coaching was increasing or decreasing across the nine days. The line of progress declined from session 2.5 with the number of coaching events at 22 to session 7.5 with the number of coaching events at 12.5. The decline of coaching events resulted in data for a 9.5 point decrease in the number of events for offering assistance, thus providing the opportunity for students to take responsibility for task completion (see [Figure 15](#)).

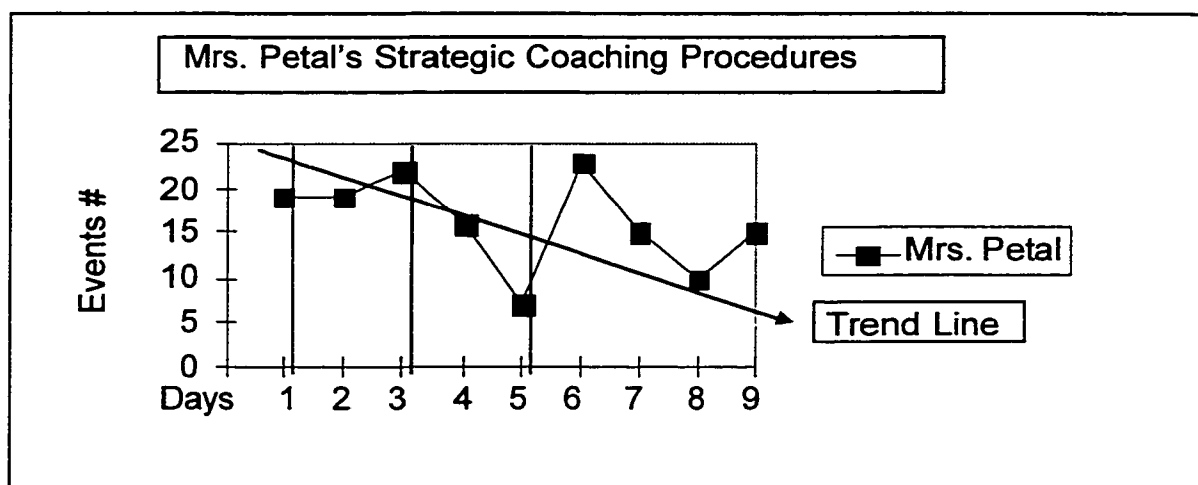


Figure 15. Mrs. Petal's strategic coaching procedures.

The number of coaching events recorded for the focal unit students, Rose and Bud, determined whether the teacher reduced coaching for them. The number of coaching events for Rose and Bud were tallied, and the mean

of the coaching events was determined for the nine days, as well as for the base line days, 1-3, and the teacher's training sessions, days 4-6, and the post-training observation days, 7-9. Rose's mean for the nine days of coaching events was 1.1. Rose's number of coaching events from the teacher declined from a mean of 3.5 during the baseline days (1-3) to 2.0 for the training and post-training observation days (4-9). Rose's data supported the decision to permit her to assume more responsibility in completing tasks.

Bud's mean for the nine days of coaching events is 9. His number of coaching events from the teacher declined from a mean of 3.5 during the baseline days (1-3) to 17 for the training and post-observation days (4-9). Bud's coaching events decreased to zero during five or six days; however, on day six, his number of coaching events increased to 1.0. Bud's data supported the decision to permit him to assume a moderate role in completing tasks.

The nine days of event recordings indicated the number of times Mrs. Petal encouraged the students during reading, as illustrated in Figure 16. On the nine observation days, the number of encouragement events for the students ranged from a high of 33 to a low of 5 with the highest events of 33 occurring on the first baseline day and on the fourth day, 19, which was the first day of the training sessions. The number of encouragement events had a mean of 15.9 with a standard deviation of 7.2. One day was below the norm (11%); seven days were within the norm (78%); and one day was above the norm (11%). The trend line represented a line of progress that predicted

whether encouragement was inclining or declining across the nine days. The line of progress declined from session 2.5 with 22 encouragement events to session 7.5 with 14.5 encouragement events. When the teacher decreased coaching assistance, the encouragement of instructional efforts declined (see Figure 16).

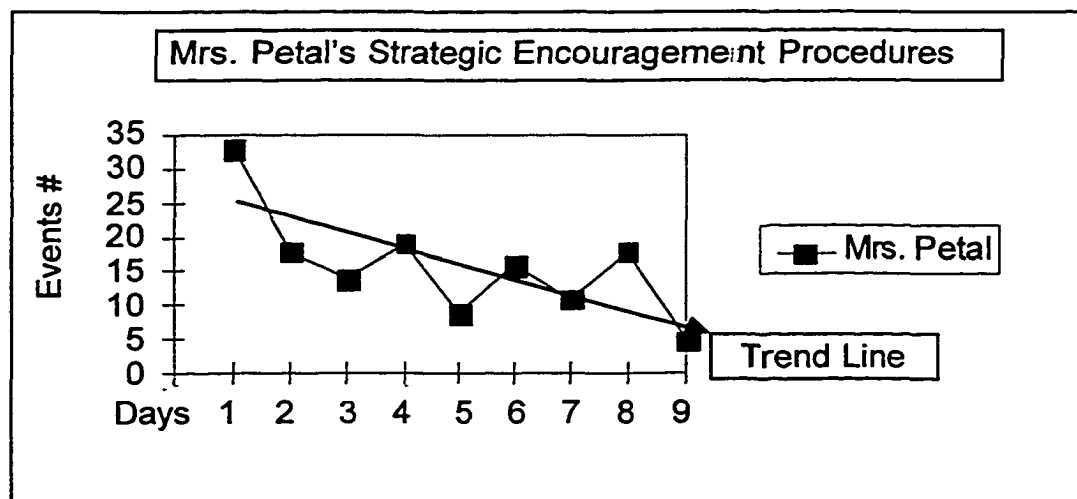


Figure 16. Mrs. Petal's strategic encouragement procedures.

Rose

Cumulative Record Folder

Rose's reading performance on the progress reports indicated a C average in grades 2-4. Rose was a transfer student to Nurturing Parish in the second grade. Her LEAP score was at the mastery level, 322, in the passing range of 300-397 on the third grade Language Arts subtest. Rose's scores were in the average range on the comprehension reading subtest for the primary grades on the California Achievement Test. On the IOWA Tests of Basic Skills taken in the fourth grade, her comprehension score was at the 51st percentile. During the 1997-1998 school year, Rose was referred to the

School Building Level Committee which recommended specific classroom interventions for ADHD. Her modifications included preferential seating, extended test time, repeated directions, homework pad, peer tutoring, and positive reinforcement.

Reading Attitudinal and Metacognition Scales

Data from the attitudinal and metacognition scales yielded the following information:

1.) The Elementary Reading Attitude Survey: The Recreational Reading raw score of 41 corresponded to the 99th percentile (high), and the Academic Reading raw score of 34 corresponded to the 93rd percentile (high) with a full scale score of 75, which corresponded to the 98th percentile (high).

2.) Index of Reading Awareness: The four metacognition aspects: evaluation, planning, regulation, and strategy utility are presented in Figure 17, with the scores of 50% for the highest understanding awareness (items with a score of 2), 73% for the awareness total, and 50% for the nonuse and lack of understanding (items with 0-1 scores).

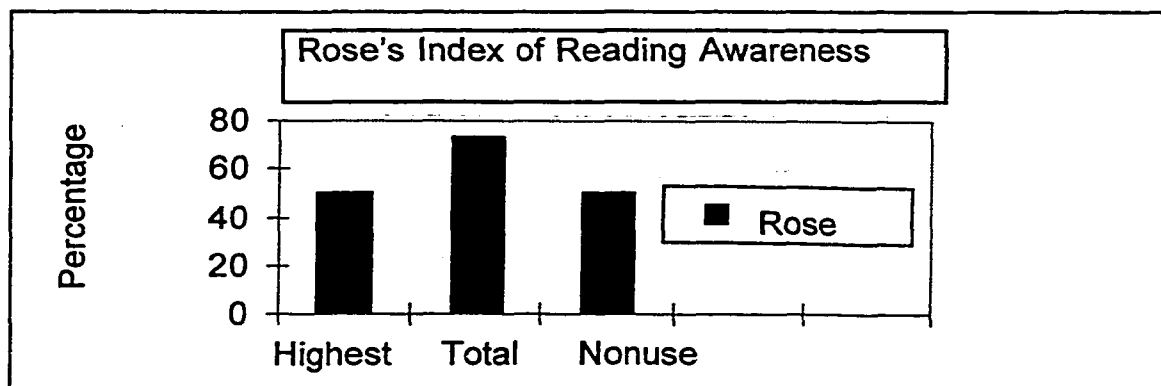


Figure 17. Rose's index of reading awareness.

3.) Self-Report Reading Scale: Rose's positive self-perception score was reported as 21 out of 22 points or 96%. Rose selected one item indicating a concern for her inability to do as well in reading as in other schoolwork.

4.) Metacomprehension Strategy Index: The six item clusters were as follows: 1.) Predict and Verify; 2.) Preview; 3.) Purpose Setting; 4.) Self-Question; 5.) Draw from Background Knowledge; and 6.) Summarize and Apply Fix-up Strategies. Rose's responses of yes or no on the clusters were considered to be an informal interpretative approach for identifying intervention needs.

Rose's highest scores were in Apply Fix-up Strategies (50%) and Preview (100%). Her other scores ranged from 17 to 33%. She appeared to know about 48% of the items assessed for the strategy index.

5.) The Reader Self-Perception Scale: Rose's scores were compared with the descriptive statistics of fifth graders of the pilot study. The raw scores of all the subtests were above the norm with the exception of Progress which was within the norm. These scores were: 1.) Progress, 44 out of 45, within the norm; Observational Comparison, 26 out of 30, above the norm; and the higher areas, Social Feedback, 45 out of 45, above the norm; and Physiological States, 39 out of 40, above the norm. Her General Perception was a five (high).

Self-Monitoring Chart

Rose used the self-monitoring chart without prompting, but would occasionally forget and place the chart under her books or in her booksack. Her recall of the subtest Drawing from Background Experiences was appropriate. Her home experiences related to comparing trees, and her school experience related to personal stretching exercises similar to a character in a supplementary reading passage. Charts were completed five out of six days with positive responses in the areas related to confusions (word identification and one character's dress), rereading, self-questioning, and reading ahead. The self-monitoring chart results were not sent home.

Bud

Cumulative Folder Records

Bud's reading performance on the progress reports indicated that he made B's in grades two and three, after he was retained at the second grade level. He was a transfer student in the second grade. His LEAP score was at the mastery level, 365, within the passing range of 300-397 on the third grade Language Arts subtest. Bud's scores were in the low percentile range in the comprehension reading subtest for the primary grades on the California Achievement Test. On the IOWA Tests of Basic Skills taken in the fourth grade, his comprehension reading subtest score was at the 11th percentile.

Reading Attitudinal and Metacognition Scales

Data from the attitudinal and metacognition scales yielded the following information:

1.) The Elementary Reading Attitude Survey: The Recreational Reading raw score of 31 corresponded to the 82 percentile (high), and the Academic Reading raw score of 35 corresponded to the 95th percentile (high) with a full scale score of 66 which corresponded to the 87th percentile (high).

2.) Index of Reading Awareness: The four metacognition aspects of evaluation, planning, regulation, and strategy utility are presented in Figure 18, with scores of: 30% for the highest understanding awareness (items with a score of 2); 55% for the awareness total; and 70% for the nonuse and lack of understanding (scores 0-1).

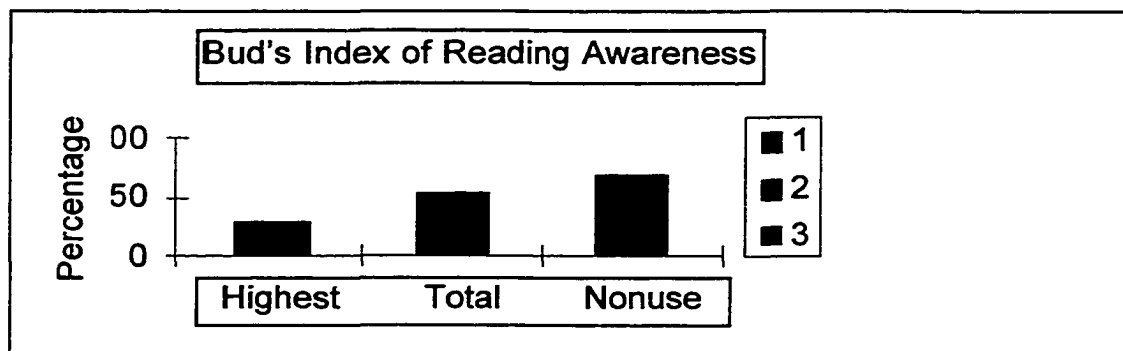


Figure 18. Bud's index of reading awareness

3.) Self-Report Reading Scale: Bud's positive self-perception score was reported as 14 out of 22 points or 64%. Bud's selected items indicated perceptual weaknesses in vocabulary meaning and decoding, wants to read better, is better in other school work than reading, would like a peer tutor in reading, needs assistance, and cannot read as fast as others.

4.) Metacomprehension Strategy Index: The six items clusters were as follows: 1.) Predict and Verify; 2.) Preview; 3.) Purpose Setting; 4.) Self-Question; 5.) Draw from Background Knowledge; and 6.) Summarize and

Apply Fix-up Strategies. Bud's responses of yes or no on the clusters were considered to be as an informal interpretative approach for identifying intervention needs.

Bud's higher scores were in Apply Fix-up Strategies (50%), Preview (100%), and Purpose Setting (67%). His other scores ranged from 16 to 33%. He appeared to know about 40% of the items explored.

5.) The Reader Self-Perception Scale: Bud's scores were compared with the descriptive statistics of fifth graders of the pilot study. Bud's scores were: above the norm in two areas, Social Feedback, 44 out of 45, and Physiological States, 39 out of 40; within the norm in Progress, 44 out of 45; and below the norm in Observational Comparison, 16 out of 30. His General Perception was 4 (High Average).

Self-Monitoring Chart

Bud used the self-monitoring chart effectively by carefully monitoring his reading during this study. His ability to recall information from background experiences was appropriately demonstrated when he related comparisons of his brother and Johnny Appleseed, apple trees and his aunt's peach trees, the sizes of ants and turtles to human character sizes, and fishing at the river. One day he paused at a word that he did not know and then continued to read. He used his self-monitoring chart independently five days. Bud reread in all group work activities and worked three days on independent comprehension assignments. Rereading was conducted to confirm responses of others and for himself. The self-monitoring chart data were not sent home.

Analysis of The Focal Unit

Sunshine Upper Elementary School

Sunshine Upper Elementary School had two focal units with the first focal unit consisting of the teacher, Mrs. Bright; the student, Sparkle; and her parent; and the second focal unit consisting of the teacher, Mrs. Bright; the student, Sunbeam; and parents. The reading instruction, strategic procedures, students' background information, attitudinal scales, and the use of the self-monitoring charts were described for each focal unit.

Instructional Reading Performance

The students' reading performance was guided by the strategic procedures (modeling, coaching, and encouragement) of Mrs. Bright. The nine days of event recording indicated the number of events that Mrs. Bright modeled during reading as illustrated in Figure 19. During the nine observation days, the number of instructional modeling events was a stable 3, except for a 4 on the second day of the baseline, and a 2 on the fifth day, the second day of the training sessions.

The number of events in which the teacher modeled instruction had a mean of 2.7 with a standard deviation of .97. One day was above the norm; two days were below the norm; and seven days were within the norm. The various modeling techniques used were questions and responses, visuals on the dry erase board, use of the overhead projector, or oral reading demonstrations. The trend line remained the same (stability in the same direction) from session six to session nine. Figure 19 illustrates that the

external condition of modeling was provided for the students to enhance understanding during the lesson and during feedback.

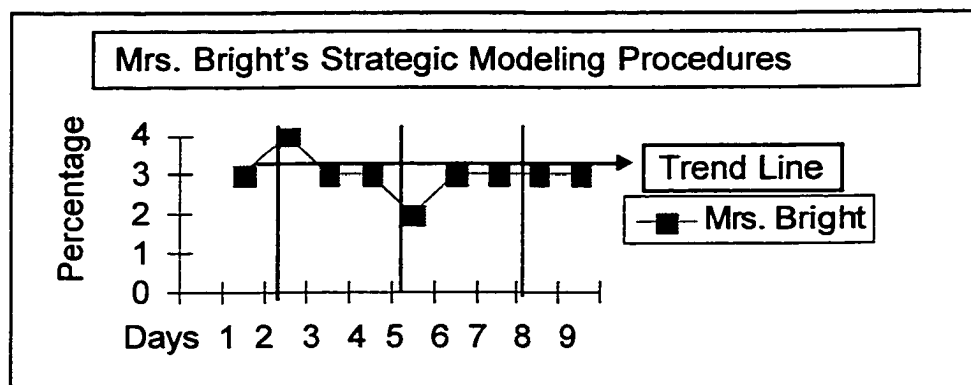


Figure 19. Mrs. Bright's strategic modeling procedures.

The nine days of event recording corresponded to the number of times that Mrs. Bright coached instruction during reading, as illustrated in [Figure 20](#). During the nine observation days, the number of coaching events ranged from a high of 28 to a low of 10, with higher frequencies on the fourth day of 28, the third day of 21, and the seventh day of 23, which were representative of each observational period (Pre-training, Training, and Post-training).

The number of coaching events had a mean of 15.4 with a standard deviation of 7.6. Two days were above the norm (22%), and seven days were within the norm (78%). The trend line represented a line of progress which predicted whether coaching was increasing or decreasing across the nine days. The line of progress declined from session 2.5, with the number of coaching events at 18, to session 7.5, with the number of coaching events at 15. The decline of coaching events resulted in a 3 point decrease in the number of events for offering assistance; thus providing the opportunity for students to take responsibility for task completion (see [Figure 20](#)).

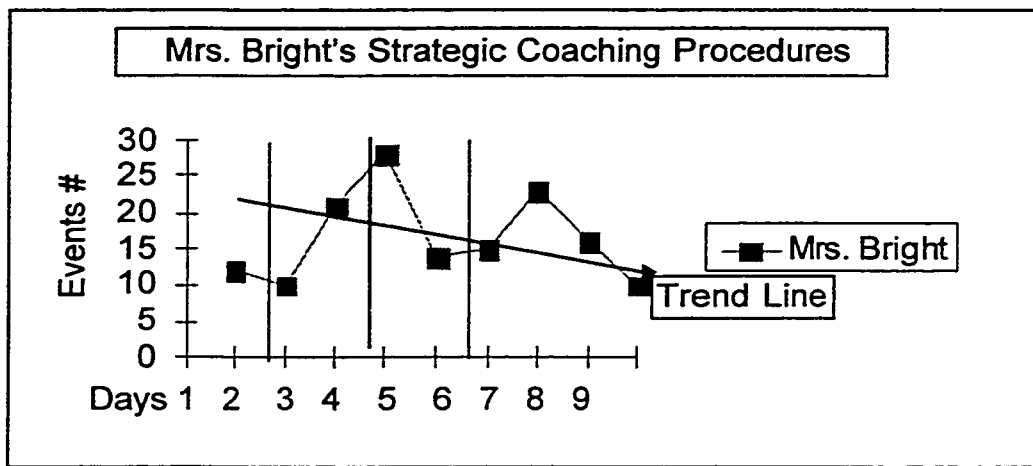


Figure 20. Mrs. Bright's strategic coaching procedures.

The number of coaching events recorded for the focal unit students, Sparkle and Sunbeam, determined whether the teacher reduced coaching for them. The number of coaching events for Sparkle and Sunbeam was tallied, and the mean of the coaching events was determined for the nine days as well as for the baseline days, 1-3, and the teacher's training sessions, days 4-6, and post-training observation days, 7-9. Sparkle's mean for the nine days of coaching events was 3.6. Her number of coaching events from the teacher declined from a mean of 5.7 during the three baseline days to a mean of 2.5 for the training and post-training observation days, 4-9. Sparkle's coaching events were high (11) on the third baseline day and a zero on the second training day. Sparkle's data supported the teacher's decision to allow her the opportunity to assume the task completion role.

Sunbeam's mean for the nine days of number of coaching events was 2.0. Her number of coaching events from the teacher declined from a mean of 2.5 during the three baseline days to a mean of .6 for the training and post

observation days, 4-9. Sunbeam's coaching events were a zero on the second day of the training and post-observation sessions. Sunbeam's data supported the teacher's decision to allow her the opportunity to assume the task completion role.

The nine days of event recording indicated the number of times Mrs. Bright encouraged the students during reading as illustrated in Figure 21. On the nine observation days, the number of encouragement events ranged from a high of 24 to a low of 5 with the highest number, 24, occurring on the third day, which was the third baseline day. The number of encouragement events had a mean of 11.4 with a standard deviation of .89. Six days were below the norm (67%), one day was within the norm (11%), and two days were above the norm (22%). The trend line represented a line of progress that predicted whether encouragement was inclining or declining across the nine days. The line of progress declined from session 2.5, with 16 encouragement events, to session 7.5, with 8 encouragement events. When the teacher decreased coaching assistance, the encouragement of instructional efforts declined, also, as illustrated in Figure 21.

Sparkle

Cumulative Record Folder

Sparkle's reading performance on the progress reports indicated a D average in grades 3-4. Sparkle was a transfer student in the fifth grade. Her

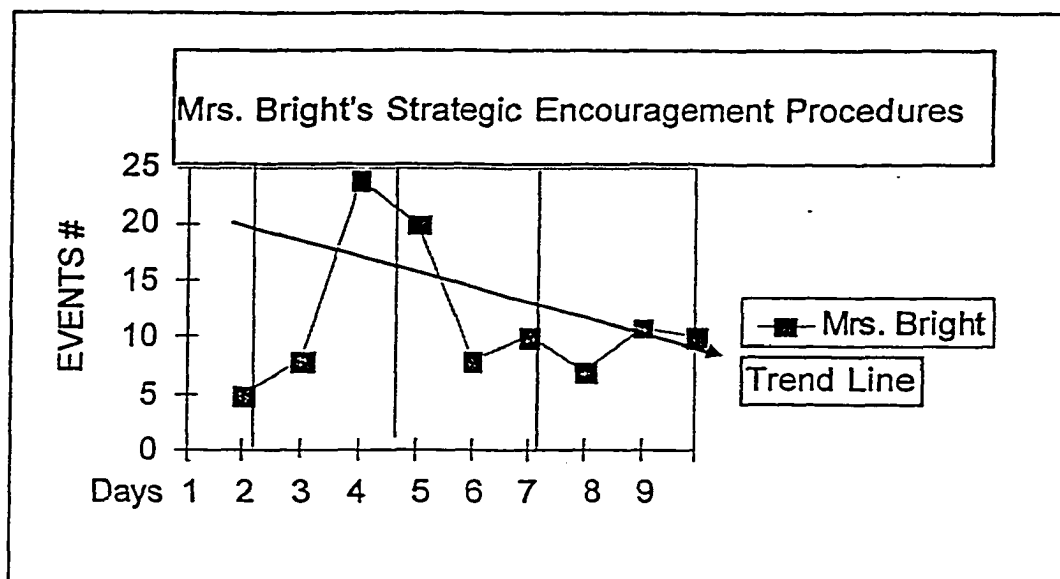


Figure 21. Mrs. Bright's strategic encouragement procedures.

LEAP score was 289, which was approaching the passing range of 300-397 on the third grade Language Arts subtest. Sparkle's comprehension scores on the California Achievement Test increased after she remained in the first grade for two years and were in the average range. She was referred to the School Building Level Committee in 1999.

Reading Attitudinal and Metacognition Scales

Data from the attitudinal and metacognition scales yielded the following information:

- 1.) The Elementary Reading Attitude Survey: The Recreational Reading raw score of 31 corresponded to the 65th percentile (high average), and the Academic Reading raw score of 27 corresponded to the 52nd

and the Academic Reading raw score of 27 corresponded to the 52nd percentile (average) with a full scale score (58), which corresponded to the 64th percentile (above average).

2.) Index of Reading Awareness: The four metacognition aspects of evaluation, planning, regulation, and strategy utility are presented in Figure 22, with scores of 55% for the highest understanding awareness (items with a score of 2), 70% for the awareness total, and 45% for the nonuse and lack of understanding (items with 0-1 scores).

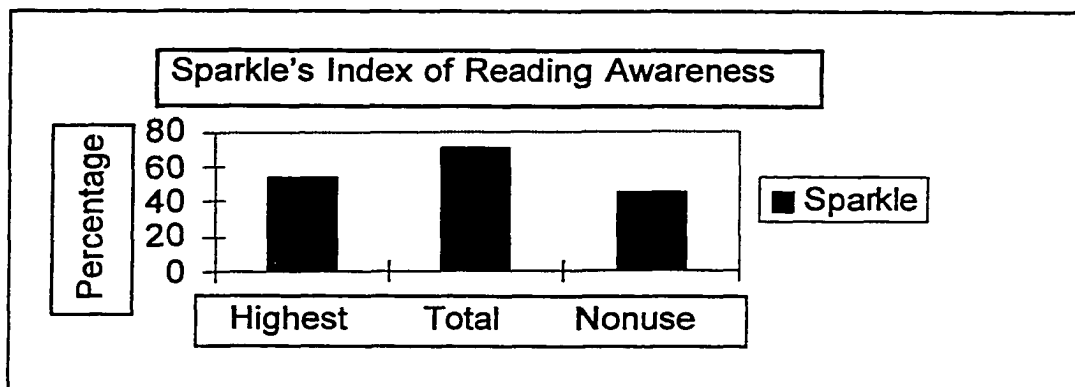


Figure 22. Sparkle's index of reading awareness.

3.) Self-Report Reading Scale: Sparkle's positive self-perception score was reported as 9 out of 22 or 41%. Sparkle selected several items which indicated concerns: 1.) Is afraid to read orally; 2.) Others do not think she reads well; 3.) Would like a peer tutor; 4.) Has difficulty with vocabulary and main idea; 5.) Worries and wants to be a better reader; 6.) Does not think she can read well orally; and 7.) Has difficulty reading a long or short story. She remarked during testing that she had read thirty chapters in one week and two days.

4.) **Metacomprehension Strategy Index:** The six item clusters were as follows: 1.) Predict and Verify; 2.) Preview; 3.) Purpose Setting; 4.) Self-Question; 5.) Draw from Background Knowledge; and 6.) Summarize and Apply Fix-up Strategies. Sparkle's responses of yes or no on the clusters were considered to be an informal interpretative approach for identifying intervention needs.

Sparkle's highest score was Preview (50%). The other scores ranged from 14 to 33% with her yes responses. She appeared to know about 32% of the items assessed for the strategy index.

5.) **The Reader Self-Perception Scale:** Sparkle's scores were compared with the descriptive statistics of fifth graders of the pilot study. The raw scores of all the subtests were within the mean with the exception of Observational Comparison. These scores were: 1.) Progress, 44 out of 45, within the norm; Observational Comparison, 26 out of 30, above the norm; Social Feedback, 45 out of 45, above the norm; and Physiological States, 39 out of 40, above the norm. Her general perception was a five (high).

Self-Monitoring Chart

Sparkle used the self-monitoring chart with prompting. She answered negatively, then with guided questioning answered appropriately with examples from the text or home experiences. Occasionally, she responded during discussions after reading, but she needed a reminder to make the appropriate connection. She drew from her background experiences to relate to a scary movie and to the vocabulary term enormous, a space book that she

read at home, and to take things with her in space travel. She asked questions about her confusion between antonyms and synonyms, space ship traveling, and the position of the sun. Her responses about story predictions were mixed. She completed four out of six self-monitoring charts.

Sunbeam

Cumulative Folder Records

Sunbeam's reading performance on the progress reports indicated a C average in grades three and four. Sunbeam was a transfer student in the fifth grade. Her LEAP score was 298 and was approaching the passing range of 300-397 on the third grade Language Arts subtest. On the California Achievement Test, Sunbeam's scores in reading comprehension regressed from average in the first grade to low in the second.

Reading Attitudinal and Metacognition Scales

Data from the attitudinal and metacognition scales yielded the following information:

- 1.) The Elementary Reading Attitude Survey: The Recreational Reading raw score of 43 corresponded to the 99th percentile (high), and the Academic Reading raw score of 41 corresponded to the 99th percentile (high) with a full scale score of 84, which corresponded to the 99th percentile (high).
- 2.) Index of Reading Awareness: The four metacognition aspects: evaluation, planning, regulation, and strategy utility are presented in Figure 23, with scores of: 30% for the highest understanding awareness (items with

a score of 2; 53% for the awareness total, and 70% for the nonuse and lack of understanding (scores of 0-1).

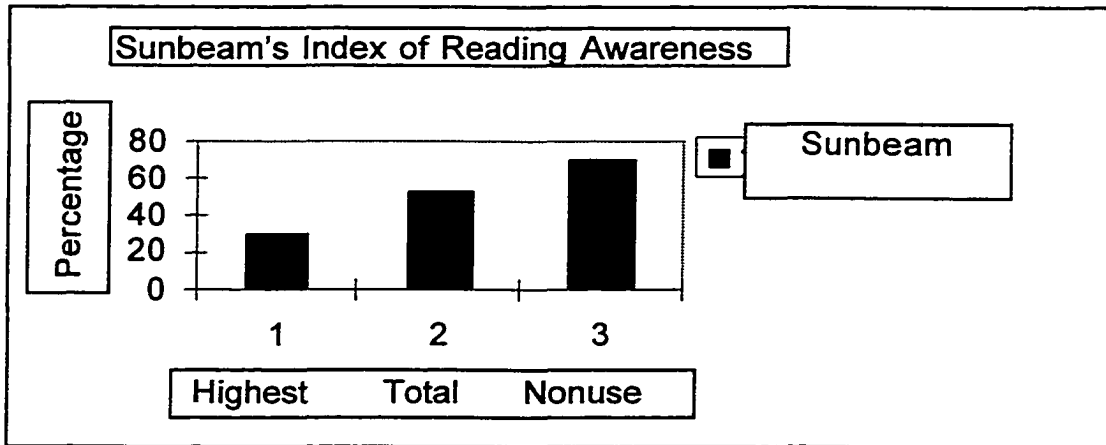


Figure 23. Sunbeam's index of reading awareness

3.) Self-Report Reading Scale: Sunbeam's positive self-perception score was reported as 8 out of 22 points or 40%. Sunbeam's selected items indicated weaknesses in vocabulary meaning and main idea, wants to read better, is better in other school work than reading, wants to stop at textual difficulties; worries about reading abilities, wants reading assistance, perceives that resources are difficult, and is afraid to read orally. She marked a response that indicated she thinks she reads as well as other readers, which contradicts her scores and her teacher's perception of her reading ability.

4.) Metacomprehension Strategy Index: The six item clusters were as follows: 1.) Predict and Verify; 2.) Preview; 3.) Purpose Setting; 4.) Self-Question; 5.) Draw from Background Knowledge; and 6.) Summarize and Apply Fix-up Strategies. Sunbeam's responses of yes and no on the clusters

were considered to be an informal interpretative approach for identifying intervention needs.

Sunbeam's higher scores were in Apply Fix-up Strategies (80%), Preview (100%), and Purpose Setting (67%). Her other scores ranged from 0 to 40%. She appeared to know about 40% of the items explored for the strategy index.

5.) The Reader Self-Perception Scale: Sunbeam's scores were compared with the descriptive statistics of fifth graders of the pilot study. The raw scores of the subtests were calculated within, above, and below the mean as described: 1.) Progress, 24 out of 45, below the norm; 2.) Social Feedback, 37 out of 45, within the norm; 3.) Observational Comparison, 11 out of 30, below the norm; and 4.) Physiological States, 40 out of 40, above the norm. Her General Perception was 5 (High).

Self-Monitoring Chart

Sunbeam used the self-monitoring chart independently. Her ability to recall information from background experiences was evidenced as she discussed a movie about aliens from outer space and going to the moon, described a story from the news on TV about a plane that crashed, and associated the vocabulary term immaculate with keeping her room completely clean. She reread, made predictions, and self-questioned. She used her self-monitoring chart independently four out of six days. The self-monitoring chart data were not sent home.

Findings

The findings presented in this chapter describe the qualitative and quantitative results which are directly related to the four research questions. Each question has cross-case analyses to explicate the critical elements of the study based upon observations, interviews, or attitudinal responses.

Research Question One

How do the students' reading perceptions affect discussion in a reading lesson and the completion of a reading task? The first research question was analyzed through the focal unit students' responses on the attitudinal reading scales and from observing the students' reading performance during the reading lesson for participation and task completion.

The Students' Attitudinal Reading Awareness

The focal unit students' attitudinal surveys revealed embedded qualitative data from the item analysis of the Self-Report data, which represented the self-perception of personal reading abilities. The overall self-perception of positive reading abilities ranged from low average to high; therefore, no student exhibited low negative reading perceptions on the Self-Report Scale. All six students had overall positive reading perceptions about self and other readers.

The Self-Report data findings on the overall positive self-perception of reading abilities of the pairs of focal unit students indicated that the students in the same classroom had comparable and approximate levels of perceptions. The results indicated the following distribution of students,

percentages, and classrooms: 1.) Sparkle and Sunbeam in Mrs. Bright's classroom were at the low average level of 40% and 41%; 2.) Reid and Pace in Mrs. Withit's classroom were at the average level of 50% and 59%; 3.) Bud in Mrs. Petal's classroom was at the high average level of 64%; and 4.) Rose in Mrs. Petal's classroom was at the high level of 96%. See the Self-Report data of the distribution of percentages for the overall reading self-perception of the focal unit students in Figure 24.

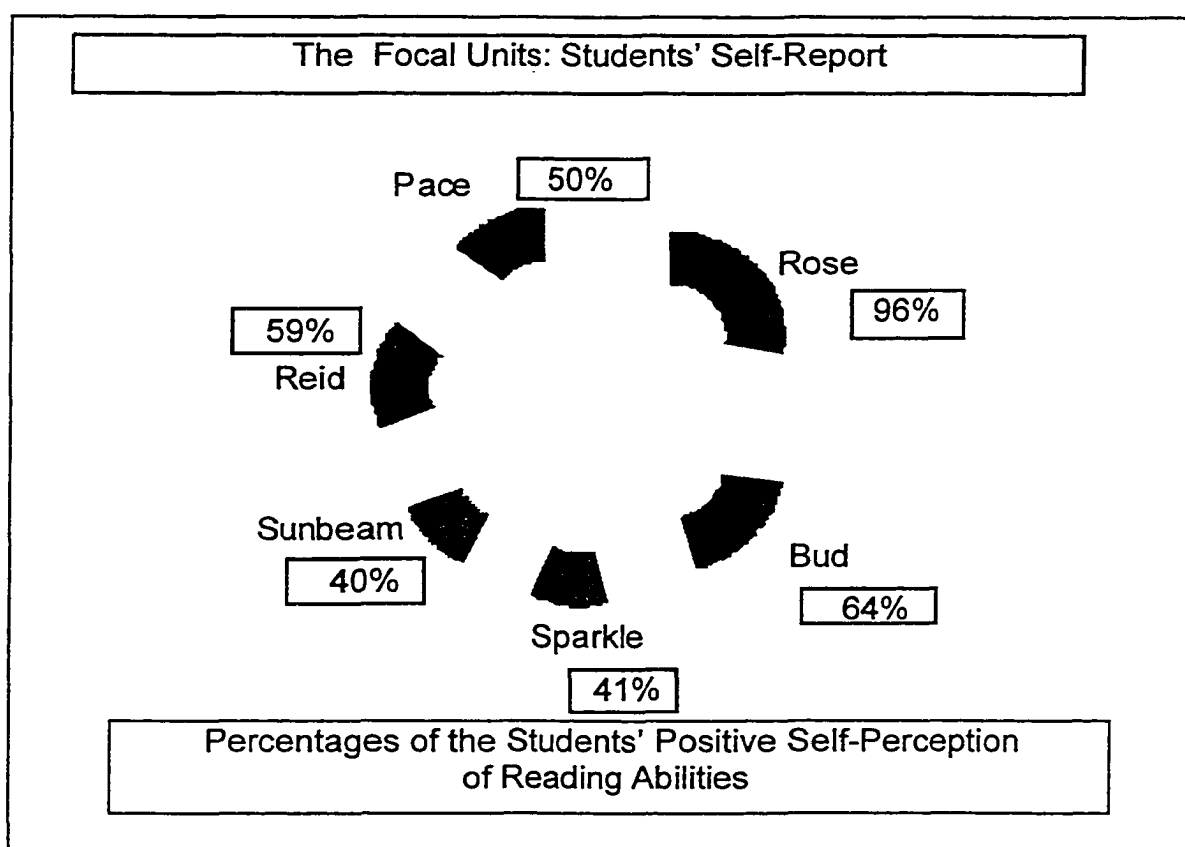


Figure 24. The focal units: Students' Self-Report..

The Self-Report data findings for the focal unit students' self-perception were in three areas: 1.) In reading abilities, the two highest areas for students' difficulties were vocabulary and main ideas; 2.) In reading desires,

the responses suggested the students wanted to read better and wanted assistance; and 3.) In positive attitude, the only response was that the students perceived that they read as well as good readers. The focal unit students who had yes responses on the thirteen positive items indicated their perceptions about reading abilities, reading desires, and positive attitude were as follows: a.) Reading Abilities with 10 items out of 13; b.) Reading Desires with 2 items out 13; and c.) Positive Attitude with 1 item out of 13.

The priorities by reading abilities, reading desires, and positive attitude were as follows: Reading Abilities: 1.) Difficulty with Vocabulary (83%); 2.) Difficulty with Main Ideas (66%); 3.) Low self-perception (50%); 4.) Oral reading fear (50%); 5.) Lower in reading than other subjects (50%); 6.) Low peer perception (50%); 7.) Stops reading at Textual Difficulty (33%); 8.) Worries about reading (33%); 9.) Shorter stories are easier (11%); and 10.) Texts are difficult (11%); Reading Desires: 1.) Wants to read better (66%); 2.) Wants assistance (50%); and Positive Attitude: Reads like good readers (83%). See the cross-cases' data in the Componential Analysis in Figure 25.

In addition to the Self-Report Scale, The Reader Self-Perception Scale data represented the findings from the categories of General Perception; Progress, which was self-perception of reading abilities; Observational Comparison, which was self-perception of others and self in reading; Social Feedback, which was the perception of interactive dialogue; and Physiological States, which was the perception of the physical well-being of readers. The

Self Report (Self-Perception of Personal Reading Abilities)						
Students	Rose	Bud	Reid	Pace	Sparkle	Sunbeam
Perceptions						
Lower in Reading	Yes	Yes	No	No	No	Yes
Wants to Read better	No	Yes	Yes	Yes	No	Yes
Oral reading Fear	No	No	Yes	Yes	No	Yes
Main Idea Difficulty	No	No	Yes	Yes	Yes	Yes
Vocabulary Difficulty	No	Yes	Yes	Yes	Yes	Yes
Reading Difficulty Stops...	No	No	Yes	No	No	Yes
Wants Assistance	No	Yes	Yes	Yes	No	Yes
Low Peer Perception	No	No	No	Yes	No	Yes
Worries About Reading	No	No	No	No	Yes	Yes
Low Self-Perception	No	No	No	Yes	Yes	Yes
Reads Like Good Readers	Yes	Yes	Yes	Yes	Yes	No
Difficult Text	No	No	No	No	No	Yes
Shorter Stories Are Easier	No	No	No	Yes	No	No

Figure 25: Self-report (self-perception of personal reading abilities)

self-perceptions of the six focal unit students' responses were rated at a percentage level of the greatest number of the students responding in relation to their response placement to the norm. The results suggested that from 50% to 66% of the students held these perceptions: 1.) had high self-perceptions; 2.) were above the norm in feelings of well-being as readers; 3.) were within the norm for social feedback (interactive dialogue); 4.) were evenly split between within the norm and below the norm in feelings about reading progress; and 5.) were rated below the norm in observational comparison.

The findings indicated that the highest area, General Perception, had the greatest percentage (66%) of the students rated at the level of high self-perception in reading; Physiological States had 50% of the students rated at the level of above the norm; Social Feedback had 66% of the students rated within the norm; Progress had a 50% split between students rated within and below the norm; and Observational Comparison had the greatest percentage (66%) of the students rated below the norm.

The Reader Self-Perception Scale's interpretive, categorical findings were: as follows: 1.) General Perception: Rose, Sparkle, Sunbeam, and Reid were rated at a high level of 5; Bud was rated at the high average level of 4; Pace was rated at the low level of 2; 2.) Progress: A split (50%) occurred between the students ratings at the levels of below and within the norm, with Sparkle, Sunbeam, and Reid rated at the level of below the norm and Rose, Bud, and Pace rated at the level of within the norm; 3.) Observational Comparison: Pace, Sparkle, Sunbeam, and Bud were rated at the level of

below the norm; Rose was rated at the level of above the norm; Reid was rated at the level of within the norm; 4.) Social Feedback: Sparkle, Sunbeam, Reid, and Pace were rated at the level of within the norm; Rose and Bud were rated at the level of above the norm; and 5.) Physiological States: Rose, Bud, and Sunbeam were rated at the level of above the norm; Reid and Pace were rated at the level of below the norm; Sparkle was rated at the level of within the norm. General Perception had the greatest percentage of the focal unit students rated at the high level; Observational Comparison had the greatest percentage of the focal unit students rated at the level, below the norm; Social Feedback had the greatest percentage of the focal unit students rated at the level, within the norm; Progress had one-half of the students rated at the below and within the norm (see the data findings in [Figure 26](#)).

The Reader Self-Perception Scale						
	General Perception		Progress		Observational Comparison	Social Feedback
						Physiological States
Rose	High	5	Within Norm	44	Above Norm	26
Bud	H. Avg.	4	Within Norm	44	Above Norm	45
Sparkle	High	5	Below Norm	23	Below Norm	11
Sunbeam	High	5	Below Norm	25	Below Norm	11
Reid	High	5	Below Norm	32	Within Norm	17
Pace	Low	2	Within Norm	36	Below Norm	7
			Mean =	39.5	Mean =	21
			SD =	5.2	SD =	4.8

Figure 26. The cross-cases analysis: Reader self-perception scale.

A summary of the cross-cases analyses data for the effects of perception on the reading lesson discussion and task completion revealed

positive and adverse effects for successful reading performance during lesson discussion and task completion in the two reading perception scales, Self-Report and Reader Self-Perception Scale. The reading abilities of the pairs of focal unit students indicated that the students in the same classroom had comparable levels of perceptions; thus, the students' perceptions of the teacher, peers, subject matter, reading lesson, and resources were approximately the same for effective instructional efforts. In addition, the Self-Report data findings for the focal units' students' self-perception had several areas of importance to reading discussion and assignment completion: 1.) Difficulties with vocabulary and main ideas, peer perception, and oral reading fear adversely affected the lesson discussion and the completion of reading assignments; 2.) The students' desiring to read better and receive assistance benefited from the cooperative learning with grouping arrangements, peer tutors, and student conferences; 3.) The one positive attitude response was that the focal units' students read like good readers as well as had generally average to high reading perceptions about self and well-being which provided the motivation to participate in discussions and complete reading assignments; and 4.) The positive perceptions of the focal unit students about interactive social feedback affected the modeling, coaching, and encouragement efforts of the teacher and class members during discussion and assignment completion.

Research Question Two

How does the students' metacognitive understanding affect participation in a reading lesson and the completion of a reading task? The second research question was analyzed through the focal unit students' responses on the metacognitive reading scales and from observing the students' reading performance during the reading lesson for participation and task completion. Data were interpreted from single subject and cross-case analyses of the students' understanding and use of metacognitive strategies.

Metacognitive Understanding

The interpretation of the data from the Index of Reading Awareness was determined by the students' scores indicating their highest understanding awareness, their total awareness, and their nonuse and lack of understanding. Those focal unit students scoring a two indicated higher understanding and scores of 0-1 indicated nonuse or lack of understanding. The areas measured were reading evaluation, planning tasks, reading regulation and strategy usage.

On the highest level of understanding, Rose, Sparkle, Reid, and Pace were rated as low average (40%) to high average (65%), and Bud and Sunbeam were rated as low (30%). On the awareness total, Pace's score was high average (68%); Bud's and Sunbeam's awareness scores were average (50%); and Rose, Sparkle and Reid were high (70%, 73%, and 78%). On the nonuse and lack of understanding level, Bud's and Sunbeam's awareness scores were rated high (70%); Sparkle's, Rose's, and Pace's

awareness scores were rated low average (45%) and average (50%, 55%); and Reid's awareness scores were low (35%).

Summarizing the Index of Reading Awareness findings, Rose, Sparkle, Reid, and Pace had a high overall awareness of the metacognitive strategies but had low to average understanding of metacognitive strategy use. These students had a greater number of ones on nonuse of metacognitive strategies than scores of zero. Bud and Sunbeam had the greatest degree of lack of understanding and nonuse of metacognitive strategies, with 70% of the responses at a level of 0-1, and scored in average range in total awareness (see the students and percentages for each metacognitive awareness and use level in [Figure 27](#)).

Index of Reading Awareness			
Evaluation, Planning, Regulation and Strategy Usage			
Highest Understanding Awareness		Awareness	Nonuse and Lack of Understanding
Score of 2(%)		Total (%)	Scores of 0/1 (%)
Rose	50	73	50
Bud	30	55	70
Sparkle	55	70	45
Sunbeam	30	53	70
Reid	65	78	35
Pace	45	68	55

Figure 27. Index of reading awareness.

Silent Reading Observations

Rose and Bud demonstrated passive reading performances with incomplete task completion during the baseline sessions. Both students were progressing after appropriate interventions to assist them in becoming actively engaged readers. Bud consistently used rereading during silent assignments and drew from background experiences realistically with family connections to the textual concepts. Group peers used his ideas, and he reread continually during the assignment. Rose modeled map skills and demonstrated their use accurately for the class. She became a group leader, asking high level thinking questions to the group members in the same way that her teacher had modeled questioning to the class. Rose stood by her chair and led the peer responses with questions. She activated the inner teacher voice inside herself and completed assignments timely and successfully.

Sparkle and Sunbeam relied on teacher assistance for all work completed during the baseline sessions but were still unable to complete all tasks. After appropriate interventions, Sunbeam participated in class discussions about smoking, pollution, and space travel and stayed on-task during silent reading. She encouraged other group members to locate the answers and to read specific pages. Sparkle began to ask questions during discussions, and her recall of information from silent reading assignments improved. She had responses to share with the class without looking at the page or question to answer.

Reid and Pace were passive readers during the baseline sessions. Both boys were unable to keep up with silent reading assignments and were always two chapters behind the class. Reid read during the baseline sessions with his book turned vertically, turned pages quickly, and completed his reading with little or no comprehension. On the fifth day (the second day of intervention), he began to turn the book in place appropriately and actually held on to the book to keep his place. He stayed on task, trying to read following the task directions, but his comprehension was weak. His reading progress report at the end of the term had improved to a B. During the baseline sessions, Pace would fidget and continue to write on an earlier task during the silent reading lesson since he had not completed the task earlier. Thus, his silent reading lesson was incomplete. Pace's reading focus became more intense on the sixth day, which was the last training day, and he responded correctly to all questions related to the text in the student conferences.

The Metacomprehension Strategy Index served as an informal reading assessment of the students' knowledge, strategic processes and use of narrative materials. Areas examined were Predict/Verify, Preview/Purpose Setting, Self-question, Draw from Knowledge and Experiences, Apply Fix-up Strategies, and a Total score. On overall metacomprehension, Reid had scores at a high average level for the total index; Rose, Bud, and Sunbeam had scores at a low average level; and Sparkle and Pace had scores at a low level. On Predict/Verify, Rose, Bud, Sparkle, and Sunbeam had scores at a

low level with Reid at a high level, and Sunbeam and Pace had scores at a low average; On Preview, Rose, Bud, Sunbeam, and Pace had scores at the high level; Sparkle and Reid had scores at an average level. On Purpose Setting, Rose, Sparkle, Sunbeam and Pace were at a low level while Bud and Reid were at the high average level. On Self-questioning, Rose, Sparkle, Sunbeam, and Pace were at a low level; Reid and Bud were at high average levels. On Draw from Knowledge and Experiences, all students were at a low level. On Apply Fix-up Strategies, Rose, Bud, Reid, and Pace were on an average level, while Sunbeam was at a low level. The lowest scores exhibited by the focal unit students were Purpose Setting, Predict/Verify, Self-questioning, and Total Knowledge, with 66% of the students at a low level; and Draw from Knowledge and Experiences with 100% of the students at a low level. Rose and Reid were at a high average level for Total Knowledge. The highest level of metacomprehension knowledge were Preview with Rose, Bud, Sunbeam, and Pace at a high level. In Apply Fix-up Strategies, Rose, Bud, Reid, and Pace were at an average level.

In Mrs. Petal's room, Rose and Bud were comparable in most subcategories with the exception of Purpose Setting and Self-question; Sparkle and Sunbeam in Mrs. Bright's room were comparable at a low level in the knowledge areas of Predict/Verify, Purpose Setting, Self-question, and Draw from Knowledge and Experiences; and Reid and Pace in Mrs. Withit's room were comparable at a low level in Draw from Knowledge and Experiences and Apply Fix-up Strategies. Students easily made connections

for better understanding of the metacomprehension strategy of Draw from Knowledge and Experiences. Teachers supported students' thinking daily through their guided reading lessons using the strategies of Predict/Verify, Preview, Purpose Setting, and questioning, but the lack of metacomprehension knowledge was evident for the focal unit students (see Figure 28).

		Metacomprehension Strategy Index							
		Student Knowledge Assessment							
		Strategic Reading Processes/Narrative Materials							
		Total	Predict/	Preview	Purpose	Self-	Draw from	Apply Fix-Up	
		Percent	Verify		Setting	Question	Knowledge	Strategies	
							and Experiences		
			Percent	Percent	Percent	Percent	Percent	Percent	
Rose	Avg. 48	Low 17	High 100	Low 33	Low 33	Low 33	Low 33	Avg. 50	
Bud	Low	Low 29	High 100	Avg. 67	H. Avg.	Low 16	Avg. 50		
	Avg. 40					33			
Sparkle	Low 32	Low 14	Avg. 50	Low 33	Low 33	Low 33	Low 33	Low 25	
Sunbeam	Low	Low	High 100	Low 33	Low 0	Low 20	High 80		
	Avg. 40	Avg. 40							
Reid	High	High 86	Avg. 50	High Avg.	High Avg.	Low 33	Avg. 50		
	Avg. 60			67	67				
Pace	Low 36	Low Avg.	High 100	Low 0	Low 33	Low 33	Avg. 50		
		36							

Figure 28. Metacomprehension strategy index

Research Question Three

How do the students use the self-monitoring chart (researcher-designed) to analyze reading comprehension and textual concepts during silent reading assignments? The self-monitoring charts provided concrete or literal metacognitive skills application after the silent reading assignment.

Students marked responses on the charts as they reflected on their reading actions.

Self-Monitoring Chart Use

The training sessions (days 4-6) for the students consisted of each focal unit student discussing the charts' metacognitive elements (story predictions; confusion of words, ideas, events, or characters while reading; rereading; reading ahead; assistance was needed; relating the story to home, school, TV, memories, or people). Previous lessons in the classroom and home experiences were the focus of examples for the chart. The students Rose and Bud asked questions about purpose setting for reading. Rereading and reading ahead were new ideas for them. Self-questioning was the least understood since comprehension questions were usually asked during the lessons. Sharing home experiences was enjoyable during the training. Comparisons were made of the story character and family members (other children at home).

Pace asked himself about the ant hill being the story character's real house rather than the people's home. His question during reading was, "Why doesn't the ant live in his ant hill?" When Pace answered the chart about questions during reading on that day, he only wrote the words, house, ant, hill and then revealed his question. Pace was confused by unknown words and would reread to try and decode the words. He wrote in the rereading box and drew from background experiences such as television cartoons being funny,

scary movies, a funny moon by the trees in his yard, people tied up, people with cut throats, and the ant character standing like a story character.

Reid related that he was confused during reading when the teacher was reading along with them in the book. He did not know what she was reading. One of his stories reminded him of math. Also, Reid asked himself about other kinds of stories while he was reading. He related to news and weather for his background experiences while reading a story about a storm.

Rose related background experiences at home about her brother as she compared him to the story characters, and she related four days of home experiences and one school experience. Rose also related exercising like a female Hawaiian story character. When she was a group leader for several days, she asked the group members to reread to find information and then would reread with them although her textual recall was excellent.

While reading, Bud paused at an unknown word then continued reading ahead. His self-monitoring chart was marked with yes that he was confused with a vocabulary meaning and that he had read ahead. He used his self-monitoring chart independently for five days without prompting. During reading he compared the sizes of an ant, a turtle, and a human being. Fishing at the river at home was recalled during a story about fishing from a canoe. Bud reread in all groupwork activities and for three days while working alone. The group leader repeated Bud's answer so that the other students could write down his answers, which enhanced his self-concept vis-a-vis his peers during the reading lesson.

Sunbeam asked herself questions about directions while working in her reading practice book. She became confused during reading regarding the identification of certain vocabulary. Her memories relating to stories were about TV news, crashing planes, movies, aliens from outer space, and going to the moon. She related cleaning her room to the word immaculate in one of the stories because her mother had told her, “get your room immaculate.” Sunbeam compared differences of Caddie Woodlawn and Annabelle in the story to her little sister and herself. She said that her little sister liked cold bath water and she liked hot. When her little sister wanted to bathe with her, Sunbeam said, “No, you can’t.” Sunbeam wrote her home experiences on the self-monitoring chart’s Draw from Background Experience word line.

Sparkle asked herself questions about the word disaster and the page number of a spaceship traveling in the story while reading silently. She wanted to find the number for the spaceship’s travel time. After trying to guess the meanings of the antonym and synonyms, Sparkle reread the meanings of antonym and synonym and examined examples in the practice book. She related vocabulary and story passages to TV news; words to scary movies-for example, the word enormous to Chucky’s Bride’s machine, fun in the spaceship on the NASA field trip, her space book at home, and the types of clothes that she would wear in space. She was confused when reading about the size of the sun in space.

Prompting often aided the students’ recall as they connected background knowledge to the class discussions, story passage, and home

experiences or other content knowledge. The prompting of the metacognitive elements and the discussion of the students' memories helped to establish the reading lesson's value. Also, the students had a purpose for recall and textual understanding because they knew that the chart would be discussed and completed after reading.

Mrs. Petal's class worked on decision-making using a chart that focused on personal experiences and problem-solving; thus, chart completion was a group strategy for several days. Students compared and contrasted several story characters' qualities and characteristics. Using the self-monitoring chart became a more meaningful experience as the students used it more frequently.

The students began to read more carefully once they realized that the self-monitoring chart had to be completed after the independent reading lesson. Occasionally, students would complete the chart with ideas related to the discussion at the beginning of the reading lesson. Students were actively engaged in reading for better understanding and ownership in the lesson.

The use of the metacognitive strategies during rereading became a meaningful experience for the focal units' students. They used Draw from Background Experiences with ease, citing examples from home, school, TV, movies, field trips, other subjects, family members, nature, special interests, and personal comparisons of story characters' actions and their own actions. The students learned that self-questioning, reading ahead, rereading, and

confusions were daily occurrences for all readers. They learned also techniques for correcting reading confusions during the lesson.

Research Question Four

How does the relationship of metacognitive instruction and scaffolding assistance in school and home reading experiences affect reading performance? During the silent reading lesson, students used the metacognitive fix-up strategies. Teachers used strategic instructional procedures to guide comprehension understanding, which allowed the students to work independently and receive assistance if needed. Parents guided homework and allowed their children to complete homework with or without assistance.

Strategic Instructional Procedures

The observation of the teachers' strategic instructional analyses from the events recording of modeling, coaching, and encouragement resulted in the formulation of a concrete means for observing the instructional interaction in the classroom. The teachers were trained during days 4-6 with definitions and examples of the strategic instructional procedures of modeling, coaching, and encouragement. The teachers were observed using modeling with visual displays, using dry erase boards for vocabulary, writing the three levels of questioning, using overhead transparencies for lesson focus and explanations, reading orally to students, showing the table of contents and indices in a book, displaying on-line encyclopedia, and using maps to teach geographical skills.

The variety of modeling techniques improved during and after the training sessions for all teachers. Mrs. Petal called on Rose to demonstrate the route of story characters after reading the passage, Mrs. Withit demonstrated question types on the dry erase board, and Mrs. Bright used the overhead projector to write poetic expressions on transparencies for the students during choral responses.

Teachers were observed using metacognitive techniques after strategic instruction had been modeled. These included the following: 1.) questioning that guides self-questioning; 2.) drawing from background experiences and knowledge; 3.) predicting during the focus and guided reading; 4.) setting the purpose for the reading and previewing the lesson; and 5.) rereading.

The external conditions of instructional modeling to enhance the students' understanding of the conceptual expectations of the reading lessons and written assignments were present in the classrooms. The findings indicated that instructional modeling increased in Mrs. Petal's and Mrs. Withit's classes while Mrs. Bright's modeling remained stable (see [Figure 29](#)).

Coaching was observed as a means of assistance with the class and focal unit students; thus, the reduction of coaching in the reading lesson allowed for the students' to work alone on the assignment. Assisting the students and allowing time for students to work alone on a reading task were teachers' decisions that require care and precision for meeting students' needs. When the assistance stopped and the students were working alone,

Strategic Modeling Procedures			
Lines of Progress Baseline (1-3) to Post-Observations (7-9)			
	Incline	Stable	Decline
Mrs. Petal	Yes		No
Mrs. Withit	Yes		No
Mrs. Bright	No	Stable	No

Figure 29. Strategic modeling procedures.

scaffolding was assessed during the observations using event recording and the split middle line of progress method. Scaffolding occurred with all teachers and students in the nine-day observational study.

The number of coaching events declined (six students, 100%) as determined by observing the teachers' procedures and focal unit students' coaching events during and after the intervention training. The data verified that scaffolding occurred (see [Figures 30 and 31](#)). Procedures revealed that positive interactions occurred during lesson presentations, discussions, and feedback as the students worked on the reading assignments.

The encouragement factor during instruction affected instructional efforts of the focal unit students as they worked to complete task assignments. The recognition of efforts and success was easily acknowledged by the student during lesson presentation, independent reading assignments, diverse group arrangements, student products, or general interest topics. As the teachers reduced coaching, they also reduced

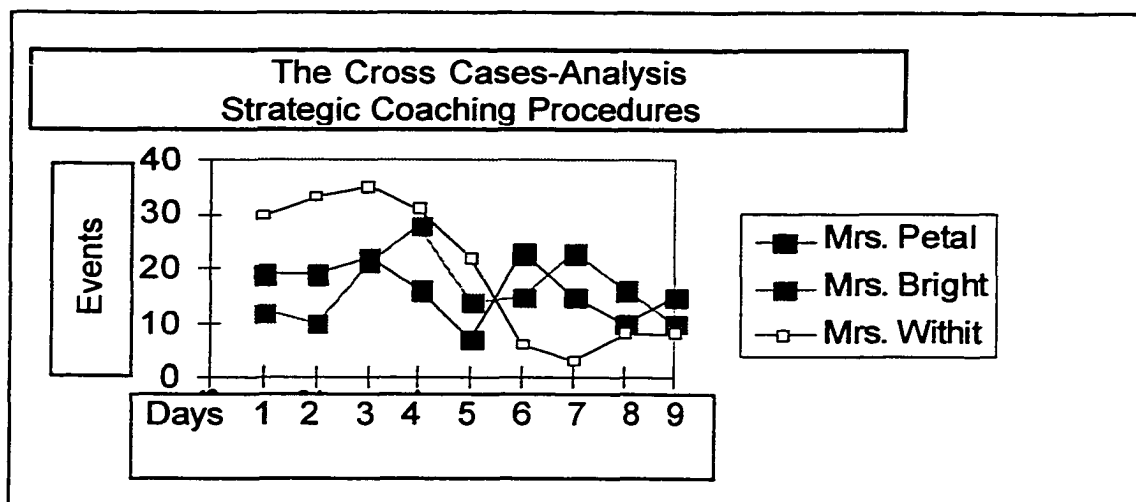


Figure 30. The cross-cases analysis of strategic coaching procedures.

The Teachers' and Students' Strategic Coaching Procedures			
Lines of Progress Baseline (1-3) to Post-Observations (7-9)			
	Incline	Stable	Decline
Mrs. Petal	No		Yes
Rose	No		Yes
Bud	No		Yes
Mrs. Withit	No		Yes
Reid	No		Yes
Pace	No		Yes
Mrs. Bright	No		Yes
Sparkle	No		Yes
Sunbeam	No		Yes

Figure 31. The teachers' and students' strategic coaching procedures.

encouragement, which created a somewhat negative effect for the focal unit students. The teachers spent time during monitoring allowing students to work independently. Encouragement was not a contributing factor for scaffolding (see Figure 32).

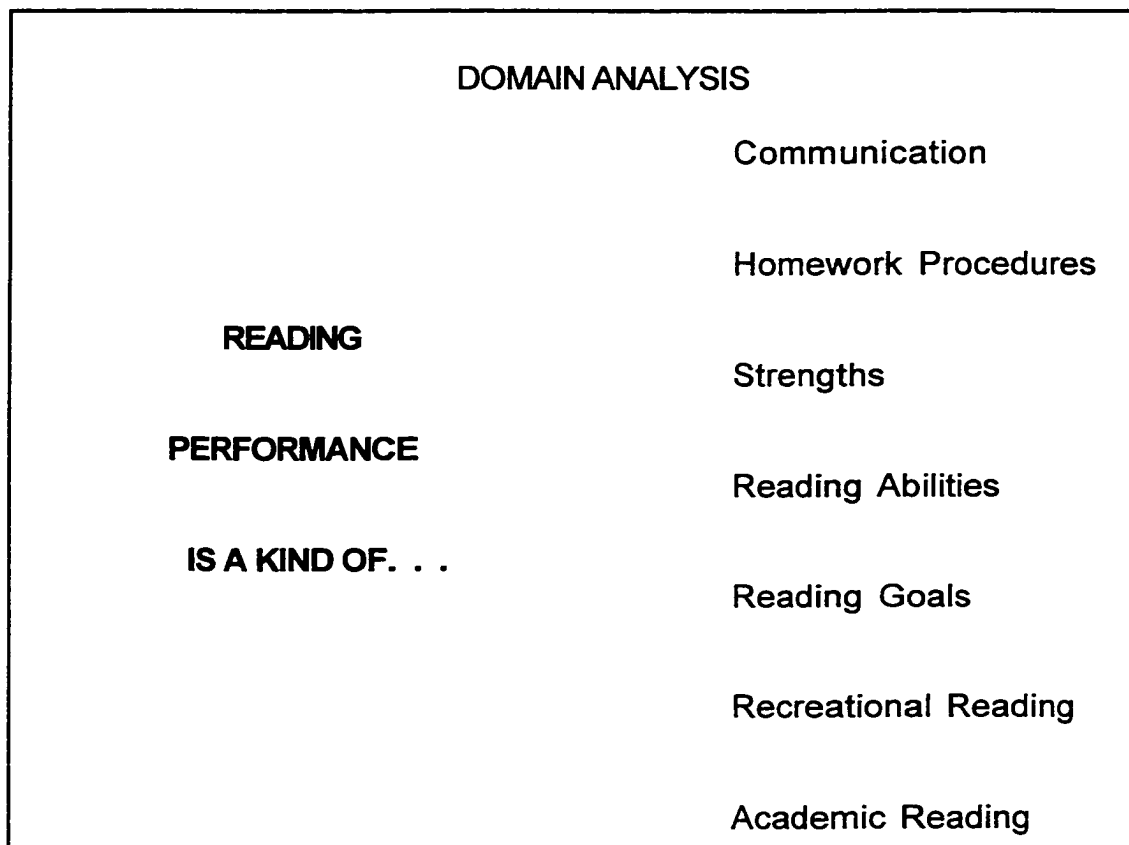
Strategic Encouragement Procedures			
Lines of Progress Baseline (1-3) to Post-Observations (7-9)			
	Incline	Same, Stable	Decline
Mrs. Petal	No		Yes
Mrs. Withit	No		Yes
Mrs. Bright	No		Yes

Figure 32. Strategic encouragement procedures.

The Principals', Teachers', and Parents' Interview Process

The Spradley Developmental Research Sequence (1980) was used to analyze the responses from the principals' interviews. Seven categories were revealed as integral to the focal unit members' participation in students' reading performance at school and home. The parents, teachers, and principals responded with data about communication, homework procedures, students' strengths, reading goals, reading abilities, and recreational and academic reading. Each parent shared his or her child's interests and strengths-i.e., across the curriculum into mechanical operations of appliances (Reid), fine arts (Sunbeam, Rose), reading (Sparkle), and humor, and performing arts (Bud and Pace). Teachers and parents rated reading abilities on a scale of one to five with most of the focal unit students rated at a level of three by the teachers and parents. The teachers' reading goals for the focal unit students included motivation (Rose, Bud), vocabulary and drawing conclusions (Sunbeam and Sparkle), comprehension recall (Reid), and task completion (Pace). Teachers and parents responded on the questionnaires

to recreational (books, magazines, and Accelerated Reading) and academic provisions at home and school, which included computers (see [Figure 33](#)).



[Figure 33](#). Domain analysis.

The Domain Analysis was expanded into Spradley's Taxonomic Analysis (1980) using the teachers' and parents' responses on the questionnaires. The responses of the principals, students, teachers, and parents were matched appropriately with the a priori categories for contrasting perspectives of the reading support roles with the students. In this study, the teachers were responsible for the students' reading goals, and the parents were responsible for the homework procedures (see [Figure 34](#)).

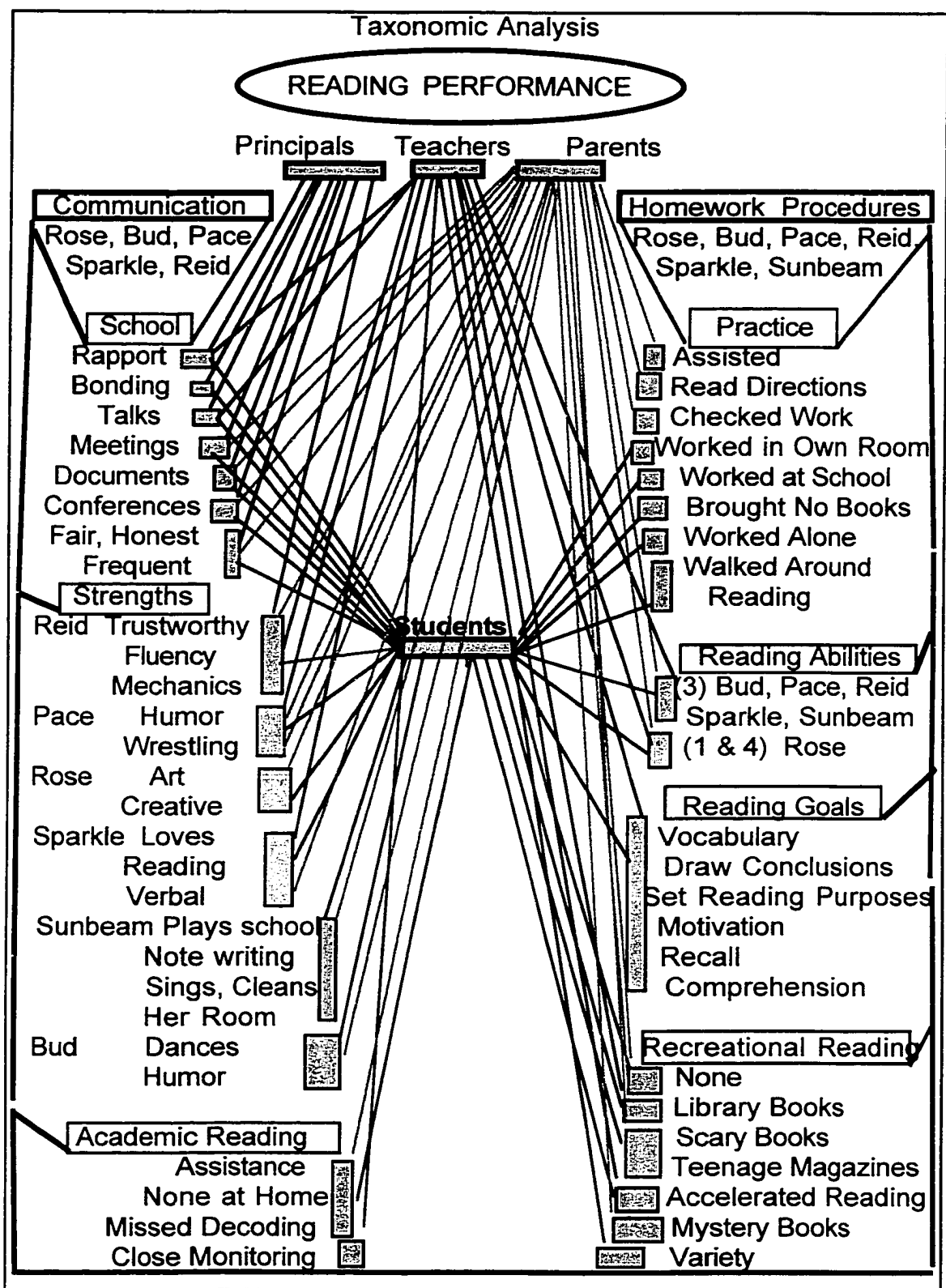


Figure 34. Taxonomic analysis.

Each questionnaire was analyzed closely and accurately. The homework procedures were recorded from the questionnaire item on homework and from the interview with the parent. Parents commented that if the children understood the homework then no assistance was needed. Definitions and the use of a dictionary were concerns for one student. One parent asked whether homework should be completed before or after playtime. Two students needed homework prompting to get started. One student stated that homework was completed on the bus or at school, but this was disputed by the parent. Homework procedures were maintained in various ways among the family members and students of the six case studies. Rose's parents discussed the directions with her, and she worked alone if help was not needed; Bud did homework alone and asked for assistance with the homework when completed; Sparkle's grandmother discussed directions with her, and she worked alone if help was not needed; and Reid, Pace, and Sunbeam's parents discussed the directions, and they worked alone unless assistance was needed. Rose's parent used scaffolding most of the time with Rose, and only seldom assisted; Bud's parent used scaffolding sometimes and most of the time assisted him; and Reid, Pace, and Sunbeam were assisted without scaffolding by the parents. The percentages of scaffolding occurrences at home were recorded. Sixteen percent were recorded at the levels of sometimes and yes; sixteen percent were recorded at the levels of sometimes and no; and fifty percent were

recorded at the level of no scaffolding occurred. See the componential analysis, Figure 35.

Scaffolding Homework Procedures					
1. Does homework alone; Asks for help; Check when done.					
2. Goes over directions; Works Alone; No help needed.					
3. Goes over directions; Works Alone; Assists as needed.					
4. Once started; Works without assistance.					
Scaffolding Occurrences (Yes, Sometimes, or No) / Conditions (1-4) Students					
Rose S / Y (2, 4)	Bud S/N (1)	Reid N (3)	Pace N (3)	Sparkle Y (2)	Sunbeam N (3)

Figure 35. Scaffolding homework procedures.

Summary and Implications

Summary

The purpose of the study was to explore the impact of the school and home as a means of providing insight into the possible improvement of reading programs that could stimulate reluctant readers to become responsible readers and to improve readers' understanding and interpretation of text. Concluding comments that summarize the findings of each research question and supportive research will be shared from a theoretical basis of these exploratory discoveries and their implications for future research. The classroom observations and the interview process of the focal unit members contributed valuable, in-depth information and confirmed the importance of adult and peer support to promote successful reading progress. The six students responded with positive reading perceptions about their peers, family members, and teachers. Pairs of focal unit students in the same classroom had comparable and approximate levels of reading perceptions. The students' desires were to read better and receive assistance as well as to be perceived as good readers. They recognized their weaknesses in vocabulary and finding main ideas, and their fear of oral reading.

The students were reluctant readers during the baseline data collection sessions, but as their attitudes improved, all six students became actively involved after the baseline sessions. Reading assignments were completed successfully, and each student progressed in at least one unique area.

Rose became a group leader; Bud was rereading and responding correctly; Sparkle read and responded in discussions with surprisingly excellent recall; Sunbeam shared meaningful transfer of knowledge from other subjects and current events during the lesson presentation; Pace improved his silent reading; and Reid completed his silent reading assignments. Ryder and Graves (1998) distinguished between the readers' active involvement and nonparticipation in reading activities. The students' reading attitudes, interest, recreational, and academic reading abilities affected reading success. McKenna and Kear (1990) suggested that feelings and motivation determine the reader's responsive performance.

The students scored average to high in awareness of planning, evaluation, regulation, and use of strategies; thus, they assimilated new strategies more easily. Rose, Sparkle, and Sunbeam increased their participation while Bud increased his participation in groups. Both Reid and Pace improved their comprehension.

Four out of the six students had an overall metacognitive strategy awareness at a high level, a low to average understanding of metacognitive strategy use, and low average to high average of metacognitive strategies. The other two students were average in overall metacomprehension strategy awareness and low in the use or knowledge of metacognitive strategies. Four of the six students were at a high level in the Preview strategy and average in strategy use. Draw from Knowledge and Experiences was rated low for all of the students. Four of the six students scored at a low level on

Purpose Setting, Predict/Verify, Self-questioning, and the Total Knowledge of Metacognitive Strategies. Roe, Stoodt, and Burns (1991) found that the student's attitude toward reading represented the reader's responses, book selection, and reading purposes.

The responses on the attitudinal scales indicated a need for metacognitive strategy instruction. Students participated when the teacher asked specific questions, but they did not use metacognitive strategies until after the training on how to use them. The students were off-task during silent reading assignments; therefore, teachers had to prompt them to keep reading and responding to comprehension questions. After the training on the use of metacognitive strategies and the self-monitoring chart, students were able to stay on task during silent reading assignments and group discussions. They easily related to meaningful experiences (draw from knowledge and experiences) in reading lessons. The students related textual concepts and vocabulary to these areas: 1.) home events; 2.) interests; 3.) other content; 4.) field trips; 5.) sibling comparisons with story characters; 6.) personal exercising; 7.) the media (TV news and weather); 8.) movies; and 9.) nature.

Baker and Brown (1984) stated that reading performance (self-monitoring of comprehension) was typically increased through instructional training programs for students' metacognitive understandings, use, and self-direction to allow transfer of conceptual relationships. Sparkle, in Mrs. Bright's room, demonstrated progress on the use of inferential questions (her teacher's reading goal for her) in discussions of current events.

Tharp and Gallimore (1990, p. 200) stated that teaching is effective only when it “awakens and rouses to life those functions which are in a stage of maturing, which lie in the zone of proximal development”. As students are guided through scaffolding, Brandt (1993) viewed the masters (parents and teachers) in the child’s world as the producers of the instructional challenge which is attainable through the apprenticeship model. Rose modeled Mrs. Petal’s questions and group leader techniques and used map skills. Bissex (1984) concluded that the student can activate the inner teacher voice from his knowledge and use of metacognitive skills during reading.

Mason and Au (1990) asserted that modeling and coaching made instructional scaffolding workable by modifying, lessening, and omitting. Mrs. Petal used a variety of reading resources to accomplish this. The students completed contrast and comparison charts for the character’s qualities in each story. Bud used rereading continuously from Fix-up Strategies (Brozo & Simpson, 1999). As Bud worked with the groups completing charts, the group members wrote Bud’s findings first, then expanded the responses with additional information. Instructional connections for reading perceptions, lesson presentation, and interactive feedback were observed during the reading lesson.

Reid commented that he did not know that he could ask himself questions about the story as he read, and on Day 5, in the middle of the training sessions, he turned the book’s position as he read from a vertical

placement on his desk to a horizontal placement. He held the book tightly to keep his concentration while reading the story or passage.

The use of the self-monitoring chart to analyze reading comprehension and textual concepts during silent reading assignments was vital in discovering the meaningful relationships of readers' responses. The self-monitoring chart connected the metacognitive components initially during the training sessions with the component Draw from Background Knowledge and Experiences. The self-monitoring chart was particularly effective in initiating discussions about the process of thinking that occurred while reading.

The relationship between metacognitive instruction and scaffolding assistance in school and home reading experiences affected the reading performance of the focal unit students in various ways. Modeling was a strategic procedure that was explored as a way to improve the students' connection to the instructional process. In Mrs. Petal's reading lesson, Rose modeled using map skills to locate a story character's route, while Mrs. Withit modeled literal, inferential, and evaluative question types with the Teach Quest and Request strategies. The students generated their own types of questions as they read and responded in pairs, and Mrs. Bright modeled poetic expression with interactive choral responses on an overhead transparency. Teachers were modeling the metacognitive components of questioning which included drawing from background experiences and knowledge, predicting during the focus and guided reading, setting a purpose for reading, reviewing the lesson, and rereading. Modeling increased after the

training sessions for two of the teachers (Mrs. Petal and Mrs. Withit) and returned to a stable direction across time after the training sessions for Mrs. Bright. Coaching declined (100%) for all the teachers and students, which suggested students' improvement in the ability to exhibit more independence in completing silent reading assignments.

The interview process with the various constituents in this study apparently connected the students' assistance levels of scaffolding at school and home as suggested by Pearson (1985). Teachers coached the students at the appropriate time by assisting with the right content, providing encouragement, and lauding students' success. Mrs. Bright was adept at providing assistance when it was required. Sunbeam transferred concepts across the curriculum in class discussions and on the self-monitoring chart during silent reading (Pogrow, 1994). In demonstrating the use of decontextualization, the student transferred prior or new knowledge across time and to other subjects. Pace completed his self-monitoring chart with memories from TV movies or cartoons, which related to the framing concept of smaller units of memories dealing with objects, people, customs, relationships, events, actions, or some global interpretation (Bruner, 1990). All of the students were able to draw from background knowledge or experiences during silent reading and to complete the self-monitoring chart. Johns and Lenski (1997) believed that students who used the self-monitoring chart would be able to complete comprehension tasks independently.

Kaiden (1998) challenged teachers to become theoretical practitioners by creating and utilizing instructional strategies to develop engaged learners. Students were able to apply knowledge in meaningful textual relationships and use metacognitive strategies for self-monitoring. Early and Ericson (1988) believed that reading goals should be planned with the purpose of assisting students to assume reader responsibility and personal determination. Teachers responded to the focal unit students by establishing individual reading goals centered around motivation, skills, recall, and task completion.

Bauman and Schmitt (1986) combined content and strategy instruction in "An Overview of the Comprehension Strategy Framework," which was implemented by Mrs. Withit at Acclaim School using self-questioning techniques. She taught the students the different levels of questioning (literal, inferential, and evaluative), Request, and the concept of Reciprocal Teaching (King, 1994; Rosenshine, Meister and Chapman, 1996; and Ciardiello, 1998). Reid commented that he did not know that he could ask himself questions while reading.

The focal unit teachers presented the metacomprehension components in the lessons, but specific instruction was essential in order for students to use metacognitive strategies independently. Successful self-monitoring required direct instruction of appropriate techniques and strategies to equip students with the skills necessary for their task. Five students were in the low to low average range, and one student scored in the

high average range in metacomprehension knowledge. Metacognitive instruction for students represented an area of concern in the future development of reading programs.

The parents, teachers, and principals responded with data about communication, homework procedures, students' strengths, reading goals, reading abilities, and recreational and academic reading. Teachers and parents rated the reading performance level of the students on a scale of one to five, resulting in a reading performance level of three for each student. The teachers' goals for the focal unit students were increased motivation, improved vocabulary and comprehension, and completion of assigned tasks.

The parents' responses revealed that self-monitoring and scaffolding at home occurred for Rose and Sparkle regularly, while Bud had scaffolding occurrences sometimes, and Reid, Pace, and Sunbeam did not have scaffolding occurrences at all. Parents also modeled reading as described by Sunbeam's mother, who read mysteries on the outside swing as Sunbeam hurried to get her book to read with her mother. Sunbeam's father initially read Sunbeams' books to set the purpose for reading.

Implications for Future Studies

The issue of the connections among the students' reading attitudes, teachers' strategic procedures, metacognitive strategies, and teachers' and parents' scaffolding techniques have been explored in this study for the purpose of disseminating additional information that will facilitate more effective reading instruction for reluctant readers. Several areas that could be

developed for additional research are suggested: parental training on strategic and scaffolding techniques, teacher training in selecting and using metacognitive strategies, and students' training in selecting and using metacognitive strategies. Experimental studies using the metacognitive, instructional, and scaffolding strategies with students could provide greater insight as to which strategies were beneficial for reluctant readers as well as successful readers.

Parental training in self-monitoring techniques for homework as suggested by Zimmerman, Bonner, and Kovach (1996) might confirm and expand parents' procedures for working with children at home. This training could be provided initially to parents of children who have special needs or who are at-risk as potential readers. Many problematic situations could possibly be circumvented to prevent the proliferation of dysfunctional readers.

Pre-service and in-service teacher training focused on teaching students how to implement metacognitive strategies could be provided. Dowhower (1998) reported that only 1 out of 10 pre-service teachers was trained in strategy instruction such as that suggested by Bauman and Schmitt's (1986) combined model of content and strategy instruction. Student training on the use of metacognitive strategies and the appropriate selection of a strategy to match the reading task could be implemented, enhancing reader responsibility.

Students' reading performance could be examined by developing follow-up studies during the year to assess the changing attitudes based on

attitudinal inventories. Reassessment of attitudes during the year would provide unique student-centered reading approaches matching the students' interests and metacognitive understanding leading to closer monitoring of the progress of students' reading perception.

In conclusion, two interrelated limitations have occurred to the researcher. The first of these concerns the length of time of the study, which was nine weeks. The study was thorough and was preceded by a pilot study, a longer observational period in the classrooms would have facilitated choices of repeating, alternating, or selecting additional interventions for further study. The second limitation concerns the implementation of the split middle line of progress method. The utilization of this methodology would have been enhanced by the opportunity to observe trends in the classroom over a greater period of time.

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Appendix A

Participants' Consent Form; IRB Assurances

LOUISIANA STATE UNIVERSITY-BATON ROUGE CAMPUS Consent Form

1. Study Title: The Impact of Implementing Student Metacognitive Strategies on Instructional and Experiential Scaffolding.
2. Performance Sites: Nurturing Parish School District
3. Researchers: The following researchers are available for questions at the 24-hour phone access:
Faculty Supervisor:
Name: The Chief
Department: LSU EDCI
Telephone Number:
Principal Researcher:
Name: Ballpoint Pen
Department: LSU EDCI
Telephone Number:
Second Observers for Interrater Reliability
Name(s): Pencil; Marker; Crayon
4. Purpose of the Study: Six experimental case studies will explore the relational impact of instructional and experiential assistance known as scaffolding through student metacognitive strategies for the improvement of reading performance. The students' self-monitoring skills and the teachers' lesson modeling, feedback, coaching and encouragement aspects will be analyzed for the students' reading performance.
5. Participant Inclusions: The case study, which typifies all six studies with repeated measures and literal replication logic, is inclusive of a focal unit consisting of one reading teacher, two fifth graders, and a family member living in the students' households. The principal of the school site will set the instructional and relational tone of the study.
6. Participant Exclusions: Principals, teachers, students, or family members who do not wish to participate or students younger than grade four will be excluded.
7. Description of the Study: The focal unit students will be administered five reading attitude scales, the principals, teachers, and family will

complete questionnaires or participate in the interview process according to their preferences, eighteen strategic instructional observations will be conducted, and observations of the focal unit students' silent reading assignments will be conducted as they complete their self-monitoring charts. The participants are as follows: a.) three principals; b.) three reading teachers; c.) six students; and d.) six family members. The study will continue for one semester.

8. Benefits: The study will benefit reading program improvement which may affect reading students, teachers, and family members.
9. Risks: The risks are relatively nonexistent.
10. Alternatives: The study and instructional measures and interventions are consistently the same.
11. Removal: Participants who have completed the questionnaires or interview process, the reading scales, and at the completion of the nine observation in the three school sites.
12. Right to Refuse: Participants may choose NOT to participate or withdraw from the study at any time with no penalty and will not jeopardize their treatment at the present time or in the future.
13. Privacy: The results may be published. The privacy of participating persons will be protected and identity of participants will not be revealed.
14. Release of Information: The district testing records and the students' cumulative records may be reviewed, but the identity of participants and district will not be revealed.
15. Financial Information: The cost of the paperwork, travel, and telephone calls will be at the researcher's personal expense.
16. Signatures: The study has been discussed with me and all my questions have been answered. I understand that additional questions regarding the study should be directed to investigators listed above. I understand that if I have questions about subject rights, or other concerns, I can contact the Vice Chancellor of the LSU Office of Research and Economic Development at 388-5833. I agree with the terms above and acknowledge I have been given a copy of the consent form.

Individual Signature(s) of the Assistant Superintendent; Principal(s); Teacher(s); Family Member(s); and Student(s).

ASSURANCES

As the principal investigator for the proposed research study, I assure that the following conditions will be met:

1. The human subjects are volunteers.
2. Subjects know that they have the freedom to withdraw at any time.
3. The data collected will not be used for any purpose not approved by the subjects.
4. The subjects are guaranteed confidentiality.
5. The subjects will be informed beforehand as to the nature of their activity.
6. The nature of the activity will not cause any physical or psychological harm to the subjects.
7. Individual performances will not be disclosed to persons other than those involved in the research and authorized by the subject.
8. If minors are to participate in this research, valid consent will be obtained beforehand from parents or guardians.
9. All questions will be answered to the satisfaction of the subjects.
10. Volunteers will consent by signature if over the age of 6.

Principal Investigator Statement:

I have read and agree to abide by the standards of the Belmont Report and the Louisiana State University policy on the use of human subjects. I will advise the Office of the Dean and the University's Human Subject Committee in writing of any significant changes in the procedures detailed above.

Signature Frances Swagerty (Student) Date 1/31/00

Faculty Supervisor Statement (for student research projects):

I have read and agree to abide by the standards of the Belmont Report and the Louisiana State University policy on the use of human subjects. I will supervise the conduct of the proposed project in accordance with federal guidelines for Human Protection. I will advise the Office of the Dean and the University's Human Subject Committee in writing of any significant changes in the procedures detailed above.

Signature Emilio Chelich Date 1/31/00

Reviewer recommendation:

- ☒ exemption from IRB oversight. (File this signed application in the Dean's Office.)
- ☐ expedited review for minimal risk protocol. (Follow IRB regulations and submit 3 copies to the Dean's Office.)
- ☐ full review. (Follow IRB regulations and submit 13 copies to the Dean's Office.)

Petra Munro Petra Munro 3/1/2000

Name of Authorized Reviewer (Print) /

Signature

/ Date

Appendix B

Copyright Permission Forms

Date: Mon, 8 May 2000 16:53:22 -0400

From: Scott Paris <sparis@umich.edu>

To: francesc@iamerica.net

Re: Copyright Permission

Hi, mailbox:/C%7C/Program%20Files/Netscape/N...3cd8f869e8@%5B207.75.176.33%5D&number=12

Actually you don't have to get my permission because the 87 paper in Educational Psychologist makes the IRA available to everyone as public domain material, but thanks for asking. I did not even know it was in Johns book either. The scale as a whole correlates well with other metacognitive and strategy measures from readers in grades 3-6 or so but never intended it to be used as a psychometric tool. Please feel free to adapt it. Good luck, Scott Paris

>Would you please grant me permission to use the attitudinal scale,
>Index of Reading Awareness, Jacobs, J. E. & Paris, S. G. (1987), in my
>dissertation study with the possibility that the study would be
>published? The scale was in the Improving Reading: A Handbook of
>Strategies by Jerry Johns and Susan Lenski. I am a graduate student in
>reading at Louisiana State University and am working with six students
>in grade five.

>

>Thank you,
>Frances Steward
>francesc@iAmerica.net

Scott Paris
Department of Psychology
2008 East Hall
525 East University Avenue
University of Michigan
Ann Arbor, MI 48109

office phone: 734.764.7472
office fax: 734.615.0573
home fax: 734.995.1848

Life can only be understood backwards; but it must be lived forwards.
Kierkegaard

5/12/00 10:11 AM

To: _____ International Reading Association

From: Frances Steward, Louisiana State University Graduate Student
PO Box 645
Denham Springs, LA 70727

Subject: Copyright Permission

Message: Would you please grant me permission to use the following attitudinal scales instruments in my dissertation study with the possibility that the study would be published? Six students in grade 5 are to be given the scales.

1. The Reader Self-Perception Scale (RSPS). Henk, W. A., & Melnick, S. A. (1995). The Reader Self-Perception Scale (RSPS): A new tool for measuring how children feel about themselves as readers. The Reading Teacher, 48(6), 470-482.

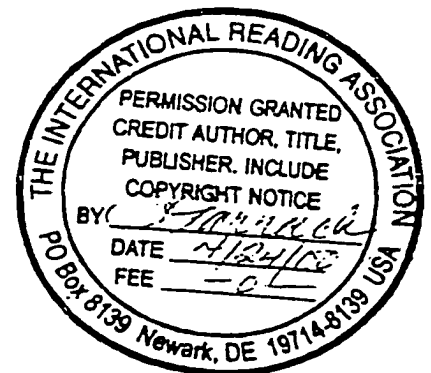
2. The Metacomprehension Strategy Index. Schmitt, M. C. (1990). A questionnaire to measure children's awareness of strategic reading processes. The Reading Teacher, 43(7), 454-461.

Thank you for this consideration. Your expediency in sending permission would be appreciated. The approval letter and permission to work with the students using the scales are needed for the study. My fieldwork is finalizing this semester, Spring, 2000.

Sincerely,

Frances Steward

Frances Steward



Appendix C

Student Reading Scales

Self-Report Reading Scale

Name _____

Boy ☐

Girl ☐

School _____

Room _____ Grade _____

Today's Date _____
Year Month Day

Date of Birth _____
Year Month Day

What to do:

1. These are sentences about reading.
 2. Read each sentence and make an ☒ in the Yes or No box.
 3. There are no right or wrong answers. Just mark the way you feel about each one.
-

1. I can do better in my other school work than I can in reading. Yes ☐ No ☐
2. There are too many hard words for me to learn in the stories I read. Yes ☐ No ☐
3. If I took a reading test, I would do all right on it. Yes ☐ No ☐
4. In school I wish I could be a much better reader than I am. Yes ☐ No ☐
5. I can help other pupils in my class to read because I'm a good reader. Yes ☐ No ☐
6. If reading gets too hard for me, I feel like not trying to read anymore. Yes ☐ No ☐
7. Most of the time I can read the same books as well as the good readers. Yes ☐ No ☐
8. When I read in school, I worry a lot about how well I'm doing. Yes ☐ No ☐
9. Most of the time when I see a new word, I can sound it out by myself. Yes ☐ No ☐
10. I can read as well as the best readers. Yes ☐ No ☐

11. Most of the time I feel I need help when I read in school. Yes ☐ No ☐
12. If my teacher called on me to read to the class, I would do well. Yes ☐ No ☐
13. I can read as fast as the good readers. Yes ☐ No ☐
14. Most of the things I read in school are too hard. Yes ☐ No ☐
15. Pupils in my class think I'm a good reader. Yes ☐ No ☐
16. Most of the time I can finish my reading work. Yes ☐ No ☐
17. Most of the time I feel afraid to read to the class. Yes ☐ No ☐
18. I can read a long story as well as a short one. Yes ☐ No ☐
19. It's hard for me to answer questions about the main idea of a story. Yes ☐ No ☐
20. Most of the time I feel I will never be a good reader in school. Yes ☐ No ☐
21. My teacher thinks I'm a good reader. Yes ☐ No ☐
22. I know what most of the hard words mean when I read them. Yes ☐ No ☐

Elementary Reading Attitude Survey Scoring Sheet

Student Name _____

Teacher _____

Grade _____ Administration Date _____

Scoring Guide

- 4 points · Happiest Garfield
- 3 points · Slightly smiling Garfield
- 2 points · Mildly upset Garfield
- 1 point · Very upset Garfield

Recreational reading

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Raw score: _____

Academic reading

11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Raw score: _____

Full scale raw score (Recreational + Academic):

Percentile ranks

Recreational

Academic

Full scale

From Jerry L. Johns and Susan Davis Lenski, *Improving Reading: A Handbook of Strategies* (2nd ed.). Copyright © 1997 Kendall/Hunt Publishing Company (1-800-228-0810). May be reproduced for noncommercial educational purposes.

Index of Reading Awareness

Janis E. Jacobs and Scott G. Paris

Directions:

Read the sentences carefully and circle the best answer for you. There are no right or wrong answers.

1. Which of these is the best way to remember a story?
 - a. Repeat every word.
 - b. Think about remembering it.
 - c. Write it in your own words.
2. If you are reading for science or social studies, what would you do to remember the information?
 - a. Ask yourself questions about important ideas.
 - b. Skip the parts you do not understand.
 - c. Concentrate and try hard to remember it.
3. What do you do if you come to a word and you do not know what it means?
 - a. Use the words around it to figure it out.
 - b. Ask someone else.
 - c. Move to the next word.
4. If you could read only some of the sentences in the story because you were in a hurry, which ones would you read?
 - a. The sentences in the middle of the story.
 - b. The sentences that tell the most about the story.
 - c. The interesting, exciting sentences.
5. Why do you go back and read things over?
 - a. It is good practice.
 - b. You did not understand it.
 - c. You forgot some words.
6. What would help you to become a better reader?
 - a. More people helping when you read.
 - b. Reading easier books with shorter words.
 - c. Checking to ensure that you understand what you read.

7. What do you do if you do not know what a whole sentence means?
 - a. Read it again.
 - b. Sound out all of the words.
 - c. Think about the other sentences in the paragraph.
8. What is special about the first sentence or two in a story?
 - a. They always begin with "Once upon a time..."
 - b. The first sentences are the most interesting.
 - c. They often tell what the story is about.
9. If the teacher told you to read a story to remember the general meaning, what would you do?
 - a. Skim through the story to find the main parts.
 - b. Read all of the story and try to remember everything.
 - c. Read the story and remember all of the words.
10. How can you tell which sentences are the most important ones in a story?
 - a. They are the ones that tell the most about the characters and what happens.
 - b. They are the most interesting ones.
 - c. All of them are important.
11. How are the last sentences of a story special?
 - a. They are the exciting, action sentences.
 - b. They tell what happened.
 - c. They are harder to read.
12. When you tell other people about what you read, what do you tell them?
 - a. What happened in the story.
 - b. The number of pages in the book.
 - c. Who the characters are.
13. If you had to read fast and could only read some words, which ones would you try to read?
 - a. The new vocabulary words, because they are important.
 - b. The words you could pronounce.
 - c. The words that tell you the most about the story.
14. If you are reading a library book to write a book report, which would help you the most?
 - a. Sound out words you do not know.
 - b. Write it down in your own words.
 - c. Skip the parts you do not understand.

15. If you are reading for a test, which would help you the most?
 - a. Read the story as many times as possible.
 - b. Talk about it with somebody to make sure you understand it.
 - c. Repeat the sentences.
16. What parts of the story do you skip as you read?
 - a. The hard words and parts you do not understand.
 - b. The unimportant parts that do not mean anything for the story.
 - c. You never skip anything.
17. What is the hardest part about reading for you?
 - a. Sounding out the hard words.
 - b. When you do not understand the story.
 - c. Nothing is hard about reading for you.
18. If you are reading a story for fun, what would you do?
 - a. Look at the pictures to get the meaning.
 - b. Read the story as fast as you can.
 - c. Imagine the story like a movie in your mind.
19. Before you start to read, what kind of plans do you make to help you read better?
 - a. You do not make any plans. You just start reading.
 - b. You choose a comfortable place.
 - c. You think about why you are reading.
20. What things do you read faster than others?
 - a. Books that are easy to read.
 - b. Stories that you have previously read.
 - c. Books that have a lot of pictures.

The Reader Self-Perception Scale

Listed below are statements about reading. Please read each statement carefully. Then circle the letters that show how much you agree or disagree with the statement. Use the following:

SA = Strongly Agree
 A = Agree
 U = Undecided
 D = Disagree
 SD = Strongly Disagree

Example: I think pizza with pepperoni is best. SA A U D SD

If you are *really positive* that pepperoni pizza is best, circle SA (Strongly Agree).

If you *think* that it is good but maybe not great, circle A (Agree).

If you *can't decide* whether or not it is best, circle U (Undecided).

If you *think* that Pepperoni pizza is not all that good, circle D (Disagree).

If you are *really positive* that pepperoni pizza is not very good, circle SD (Strongly Disagree).

- | | | | | | |
|--|----|---|---|---|----|
| 1. I think I am a good reader. | SA | A | U | D | SD |
| 2. I can tell that my teacher likes to listen to me read. | SA | A | U | D | SD |
| 3. My teacher thinks that my reading is fine. | SA | A | U | D | SD |
| 4. I read faster than other kids. | SA | A | U | D | SD |
| 5. I like to read aloud. | SA | A | U | D | SD |
| 6. When I read, I can figure out words better than other kids. | SA | A | U | D | SD |
| 7. My classmates like to listen to me read. | SA | A | U | D | SD |
| 8. I feel good inside when I read. | SA | A | U | D | SD |
| 9. My classmates think that I read pretty well. | SA | A | U | D | SD |
| 10. When I read, I don't have to try as hard as I used to. | SA | A | U | D | SD |
| 11. I seem to know more words than other kids when I read. | SA | A | U | D | SD |
| 12. People in my family think I am a good reader. | SA | A | U | D | SD |
| 13. I am getting better at reading. | SA | A | U | D | SD |
| 14. I understand what I read as well as other kids do. | SA | A | U | D | SD |

15.	When I read, I need less help than I used to.	SA	A	U	D	SD
16.	Reading makes me feel happy inside.	SA	A	U	D	SD
17.	My teacher thinks I am a good reader.	SA	A	U	D	SD
18.	Reading is easier for me than it used to be.	SA	A	U	D	SD
19.	I read faster than I could before.	SA	A	U	D	SD
20.	I read better than other kids in my class.	SA	A	U	D	SD
21.	I feel calm when I read.	SA	A	U	D	SD
22.	I read more than other kids.	SA	A	U	D	SD
23.	I understand what I read better than I could before.	SA	A	U	D	SD
24.	I can figure out words better than I could before.	SA	A	U	D	SD
25.	I feel comfortable when I read.	SA	A	U	D	SD
26.	I think reading is relaxing.	SA	A	U	D	SD
27.	I read better now than I could before.	SA	A	U	D	SD
28.	When I read, I recognize more words than I used to.	SA	A	U	D	SD
29.	Reading makes me feel good.	SA	A	U	D	SD
30.	Other kids think I'm a good reader.	SA	A	U	D	SD
31.	People in my family think I read pretty well.	SA	A	U	D	SD
32.	I enjoy reading.	SA	A	U	D	SD
33.	People in my family like to listen to me read.	SA	A	U	D	SD

Metacomprehension Strategy Index

Directions:

Maribeth Cassidy Schmitt

Think about what kinds of things you can do to help you understand a story better before, during, and after you read it. Read each of the lists of four statements and decide which one of them would help *you* the most. *There are no right answers.* It is just what *you* think would help the most. Circle the letter of the statement you choose.

I. In each set of four, choose the one statement which tells a good thing to do to help you understand a story better *before* you read it.

- | | |
|---|--|
| 1. Before I begin reading, it's a good idea to: | 3. Before I begin reading, it's a good idea to: |
| A. See how many pages are in the story. | A. Ask someone to read the story to me. |
| B. Look up all of the big words in the dictionary. | B. Read the title to see what the story is about. |
| C. Make some guesses about what I think will happen in the story. | C. Check to see if most of the words have long or short vowels in them. |
| D. Think about what has happened so far in the story. | D. Check to see if the pictures are in order and make sense. |
| 2. Before I begin reading, it's a good idea to: | 4. Before I begin reading, it's a good idea to: |
| A. Look at the pictures to see what the story is about. | A. Check to see that no pages are missing. |
| B. Decide how long it will take me to read the story. | B. Make a list of the words I'm not sure about. |
| C. Sound out the words I don't know. | C. Use the title and pictures to help me make guesses about what will happen in the story. |
| D. Check to see if the story is making sense. | D. Read the last sentence so I will know how the story ends. |

5. Before I begin reading, it's a good idea to:
 - A. Decide on why I am going to read the story.
 - B. Use the difficult words to help me make guesses about what will happen in the story.
 - C. Reread some parts to see if I can figure out what is happening if things aren't making sense.
 - D. Ask for help with the difficult words.
 6. Before I begin reading, it's a good idea to:
 - A. Retell all of the main points that have happened so far.
 - B. Ask myself questions that I would like to have answered in the story.
 - C. Think about the meanings of the words which have more than one meaning.
 - D. Look through the story to find all of the words with three or more syllables.
 7. Before I begin reading, it's a good idea to:
 - A. Check to see if I have read this story before.
 - B. Use my questions and guesses as a reason for reading the story.
 - C. Make sure I can pronounce all of the words before I start.
 - D. Think of a better title for the story.
 8. Before I begin reading, it's a good idea to:
 - A. Think of what I already know about the things I see in the pictures.
 - B. See how many pages are in the story.
 - C. Choose the best part of the story to read again.
 - D. Read the story aloud to someone.
 9. Before I begin reading, it's a good idea to:
 - A. Practice reading the story aloud.
 - B. Retell all of the main points to make sure I can remember the story.
 - C. Think of what people in the story might be like.
 - D. Decide if I have enough time to read the story.
 10. Before I begin reading, it's a good idea to:
 - A. Check to see if I am understanding the story so far.
 - B. Check to see if the words have more than one meaning.
 - C. Think about where the story might be taking place.
 - D. List all of the important details.
- II. In each set of four, choose the one statement which tells a good thing to do to help you understand a story better while you are reading it.**
11. While I'm reading, it's a good idea to:
 - A. Read the story very slowly so that I will not miss any important parts.
 - B. Read the title to see what the story is about.
 - C. Check to see if the pictures have anything missing.
 - D. Check to see if the story is making sense by seeing if I can tell what's happened so far.

12. While I'm reading, it's a good idea to:
- A. Stop to retell the main points to see if I am understanding what has happened so far.
 - B. Read the story quickly so that I can find out what happened.
 - C. Read only the beginning and the end of the story to find out what it is about.
 - D. Skip the parts that are too difficult for me.
13. While I'm reading, it's a good idea to:
- A. Look all of the big words up in the dictionary.
 - B. Put the book away and find another one if things aren't making sense.
 - C. Keep thinking about the title and the pictures to help me decide what is going to happen next.
 - D. Keep track of how many pages I have left to read.
14. While I'm reading, it's a good idea to:
- A. Keep track of how long it is taking me to read the story.
 - B. Check to see if I can answer any of the questions I asked before I started reading.
 - C. Read the title to see what the story is going to be about.
 - D. Add the missing details to the pictures.
15. While I'm reading, it's a good idea to:
- A. Have someone read the story aloud to me.
 - B. Keep track of how many pages I have read.
 - C. List the story's main character.
 - D. Check to see if my guesses are right or wrong.
16. While I'm reading, it's a good idea to:
- A. Check to see that the characters are real.
 - B. Make a lot of guesses about what is going to happen next.
 - C. Not look at the pictures because they might confuse me.
 - D. Read the story aloud to someone.
17. While I'm reading, it's a good idea to:
- A. Try to answer the questions I asked myself.
 - B. Try not to confuse what I already know with what I'm reading about.
 - C. Read the story silently.
 - D. Check to see if I am saying the new vocabulary words correctly.
18. While I'm reading, it's a good idea to:
- A. Try to see if my guesses are going to be right or wrong.
 - B. Reread to be sure I haven't missed any of the words.
 - C. Decide on why I am reading the story.
 - D. List what happened first, second, third, and so on.
19. While I'm reading, it's a good idea to:
- A. See if I can recognize the new vocabulary words.
 - B. Be careful not to skip any parts of the story.
 - C. Check to see how many of the words I already know.
 - D. Keep thinking of what I already know about the things and ideas in the story to help me decide what is going to happen.

20. While I'm reading, it's a good idea to:
- A. Reread some parts or read ahead to see if I can figure out what is happening if things aren't making sense.
 - B. Take my time reading so that I can be sure I understand what is happening.
 - C. Change the ending so that it makes sense.
 - D. Check to see if there are enough pictures to help make the story ideas clear.
23. After I've read a story it's a good idea to:
- A. Read the title and look over the story to see what it is about.
 - B. Check to see if I skipped any of the vocabulary words.
 - C. Think about what made me make good or bad predictions.
 - D. Make a guess about what will happen next in the story.
24. After I've read a story it's a good idea to:
- A. Look up all of the big words in the dictionary.
 - B. Read the best parts aloud.
 - C. Have someone read the story aloud to me.
 - D. Think about how the story was like things I already knew about before I started reading.
25. After I've read a story it's a good idea to:
- A. Think about how I would have acted if I were the main character in the story.
 - B. Practice reading the story silently for practice of good reading.
 - C. Look over the story title and pictures to see what will happen.
 - D. Make a list of the things I understood the most.
- III. In each set of four, choose the one statement which tells a good thing to do to help you understand a story better *after* you have read it.**
21. After I've read a story it's a good idea to:
- A. Count how many pages I read with no mistakes.
 - B. Check to see if there were enough pictures to go with the story to make it interesting.
 - C. Check to see if I met my purpose for reading the story.
 - D. Underline the causes and effects.
22. After I've read a story it's a good idea to:
- A. Underline the main idea.
 - B. Retell the main points of the whole story so that I can check to see if I understood it.
 - C. Read the story again to be sure I said all of the words right.
 - D. Practice reading the story aloud.

Appendix D

Campus Observation Schedule Calendar

February/March, 2000

2/09, Wed. 8:00 A.M. Blossom Elementary-Mrs. Petal
 9:00 A.M. School Board Office, Asst. Supt. (Abstract distribution)
 10:17 A.M. Acclaim Upper Elementary-Mrs. Withit
 1:00 P.M. Sunshine Upper Elementary-Mrs. Bright
 3:37 P.M. Phone call from one parent (Acclaim Upper Elementary)
 4:30 P.M. Phone call from the Asst. Supt. (assumptions/signatures)

Discuss observational calendars and case study procedures.

2/10, Thurs. Morning/Afternoon Parental Permission/signature arrangements.
 9:00 A.M. Two parents from Acclaim Upper Elementary and one parent from Sunshine Upper Elementary were called for the second time one parent from Sunshine Upper Elementary. Principals' and Teachers' Questionnaires were distributed.

 Baseline Observations = 1, 2, 3 Sessions
2/29, Tues. 8:30-9:30 A.M. Blossom Elementary
 (1) Observe Mrs. Petal.
 11:20 - 12:50 Noon Acclaim Upper Elementary
 (1) Observe Mrs. Withit.
 1:30 - 2:30 P.M. Sunshine Upper Elementary
 (1) Observe Mrs. Bright.
 Give attitudinal scales at all three schools if possible.

3/1, Wed. 8:30-9:30 A.M. Blossom Elementary
 (2) Observe Mrs. Petal. (Second Observer, Pencil)

3/2, Thurs. Observations at Cedarcrest and Jefferson Terrace for Course 3200.

3/3, Fri. 8:30-9:30 A.M. Blossom Elementary
 (3) Observe Mrs. Petal.

First Week= 2 or 3 observations for each teacher in reading settings.

Second Observer Schedules will be one school visit for each set of three scheduled days. Three visits for each teacher with a second observer.

March, 2000

Intervention Sessions: 4, 5, and 6 Sessions

- 3/10, Fri. 8:30-9:30 A.M. Blossom Elementary
(4) Observe Mrs. Petal.
11:20-12:50 Noon Acclaim Upper Elementary
(2) Observe Mrs. Withit. (Second Observer, Crayon)

Give attitudinal scales at all three schools if possible.
- 3/20, Mon. 8:30-9:30 A.M. Blossom Elementary
(5) Observe Mrs. Petal.
11:20-12:50 Noon Acclaim Upper Elementary
(3) Observe Mrs. Withit. (10:17 Arrival, Richard)
Give attitudinal scales at all three schools if possible.
- 3/21, Tues. 8:30-9:30 A.M. Blossom Elementary
(6) Observe Mrs. Petal. (Second Observer, Pencil)

1:30 - 2:30 P.M. Sunshine Upper Elementary
(2) Observe Mrs. Bright. (Second Observer, Marker)
- 3/22, Wed. 8:30-9:30 A.M. Blossom Elementary
(7) Observe Mrs. Petal.
11:20-12:50 Noon Acclaim Upper Elementary
(4) Observe Mrs. Withit.
- 3/24, Fri. 8:30-9:30 A.M. Blossom Elementary
(8) Observe Mrs. Petal. (Second Observer, Pencil)
1:30-2:30 P.M. Sunshine Upper Elementary
(3) Observe Mrs. Bright.
- 3/27, Mon. 11:20-12:50 A.M. Acclaim Upper Elementary
(5) Observe Mrs. Withit.
Give attitudinal scales.
- 3/28, Tues. 8:30-9:30 A.M. Blossom Elementary
(9) Observe Mrs. Petal.
11:20-12:50 A.M. Acclaim Upper Elementary
(6) Observe Mrs. Withit. (Second Observer, Crayon)
1:30-2:30 P.M. Sunshine Upper Elementary
(4) Observe Mrs. Bright.

March/April, 2000

3/29, Wed. 11:20-12:50 A.M. Acclaim Upper Elementary
(7) Observe Mrs. Withit.

3/30, Thurs. 1:30-2:30 P.M. Sunshine Upper Elementary
(5) Observe Mrs. Bright. (Second Observer, Marker)

3/31, Fri. 11:20-12:50 A.M. Acclaim Upper Elementary
(8) Observe Mrs. Withit. (Second Observer, Crayon)
1:30-2:30 P.M. Sunshine Upper Elementary
(6) Observe Mrs. Bright.

4/2, Tues. 11:20-12:50 A.M. Acclaim Upper Elementary
(9) Observe Mrs. Withit.
1:30-2:30 P.M. Sunshine Upper Elementary
(7) Observe Mrs. Bright. (Second Observer, Marker)

4/7, Fri. 1:30-2:30 P.M. Sunshine Upper Elementary
(8) Observe Mrs. Bright.

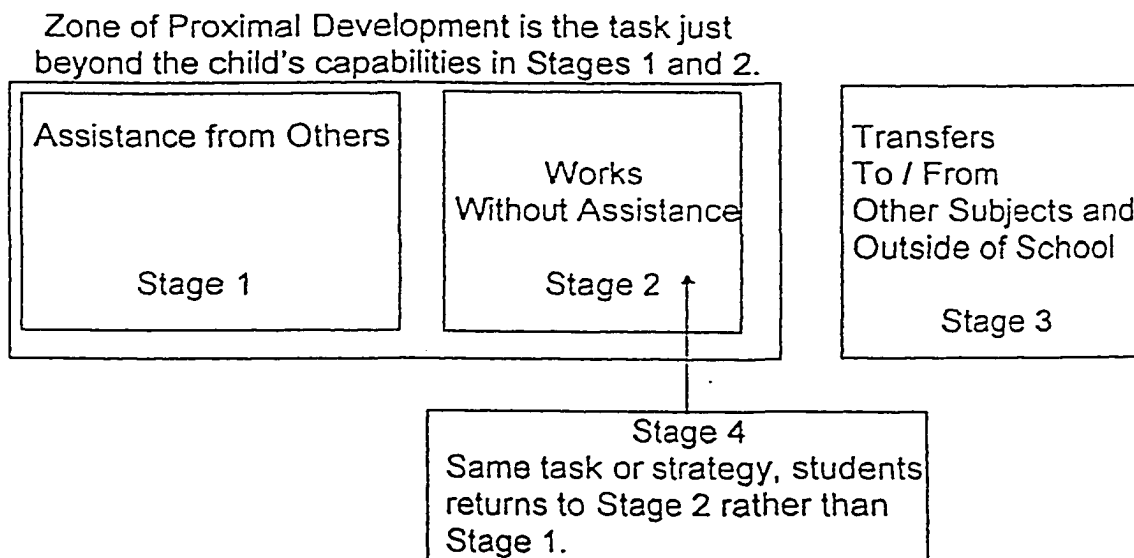
4/11, Tues. 1:30-2:30 P.M. Sunshine Upper Elementary
(9) Observe Mrs. Bright.

*Observations were extended a week later to meet schedules of school activities.

Appendix E

Teacher Training Definitions

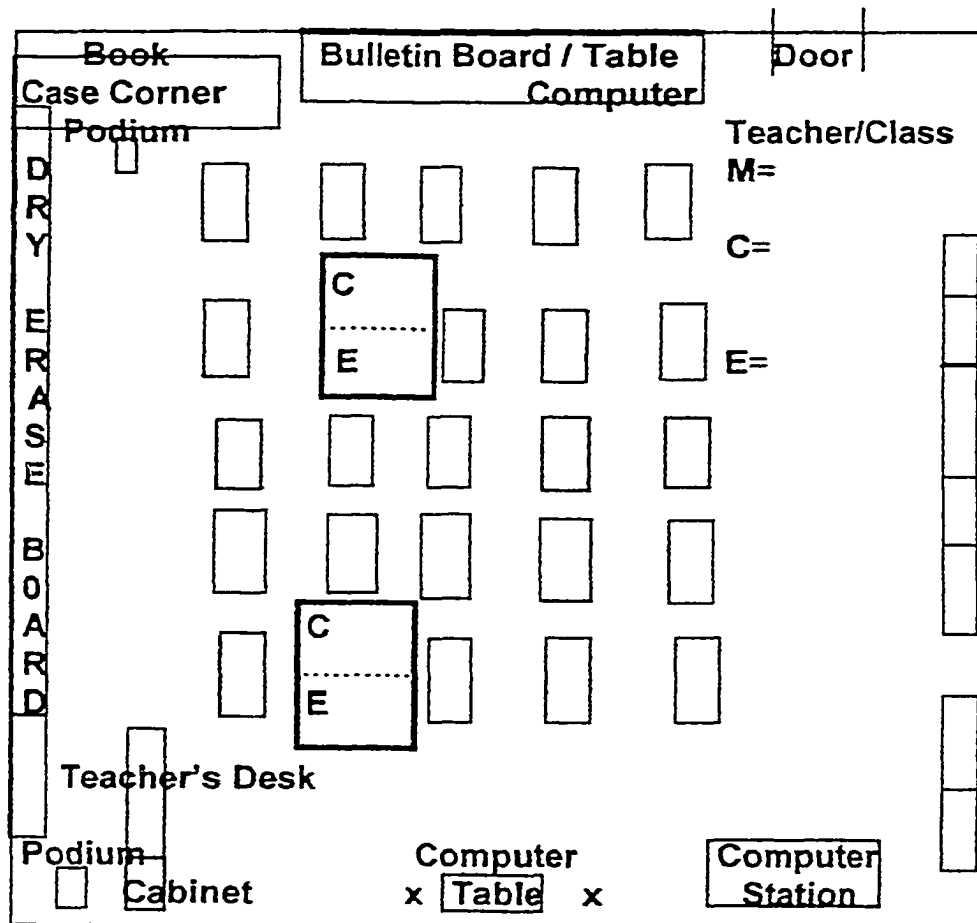
Modeling	Demonstrating or showing a process or explanations using a visual display (erase board, showing a book, overhead transparency, oral reading, demonstrating a process, etc.).
Coaching	<p>"AFTER" the student or class responds then assistance is given to the student or class with explanations, clarifications, or repeated directions. Helping them understand better.</p> <p>"AFTER" the student or class responds then prompting, cueing, or asking questions to stimulate thinking to review or recall information on the same response.</p>
Encouragement	<p>Verbal praise; nonverbal signals; positive comments about efforts; accuracy phrases (right, okay, correct, if offered as praise not participation recognition).</p> <p>Positive statements about work or efforts.</p>
Scaffolding	Temporary assistance provided to students that enables them to perform a task that they might not normally be able to do on their own. A release of teacher guided strategic procedures to allow the student to assume the responsibility for the procedures as displayed in Transition through the Zone of Proximal Development from stages I-IV in the Genesis of performance capacity.



Vygotskian principle by Tharp and Gallimore (1988)

Appendix F Observation Charts

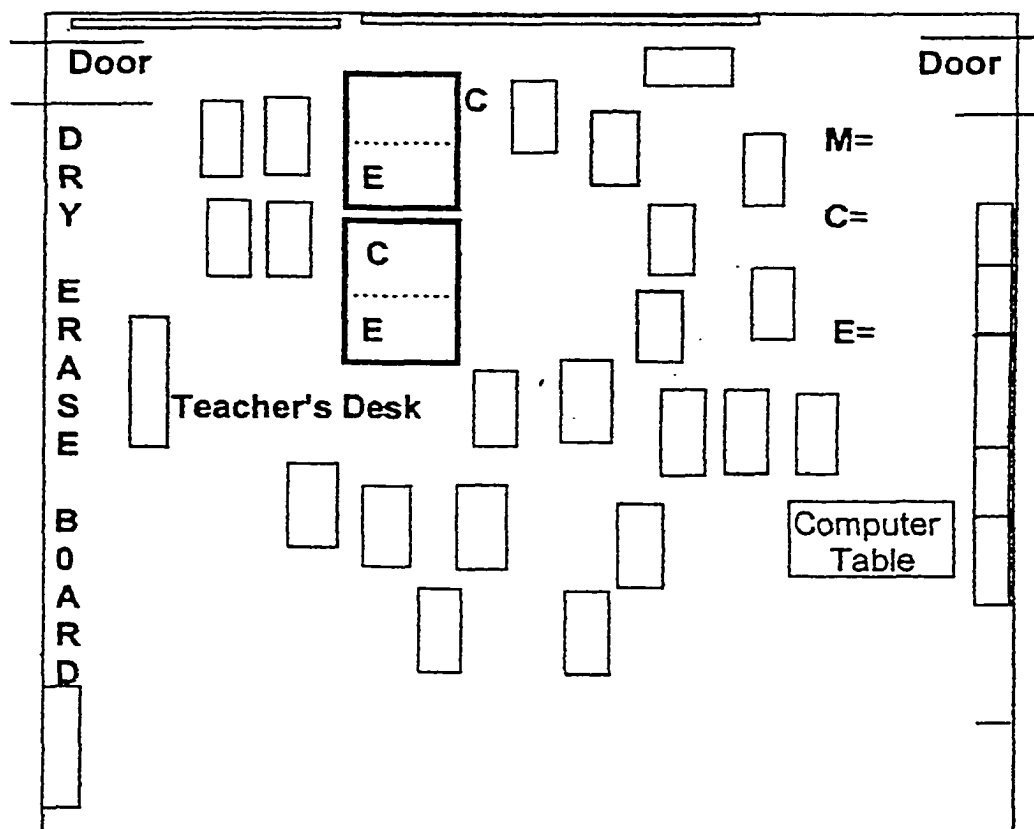
Session # _____		
School: <u>Blossom</u> / Grade: <u>5</u>	Teacher: <u>Mrs. Petal</u>	Date: _____
Principal: <u>Mrs. Bloom</u>	Target Student: <u>Rose / Bud</u>	



Legend	
Strategic Procedural count symbols for event recording.	
M = Modeling; C = Coaching; E = Encouragement	
Focal Unit Students	<div style="border: 1px solid black; width: 20px; height: 10px; display: inline-block;"></div>

Comments:

School: <u>Sunshine / Grade: <u>5</u></u>	Teacher: <u>Mrs. Bright</u>	Session # <u> </u>
Principal: <u>Mrs. Glow</u>	Target Student: <u>Sparkle / Sunbeam</u>	Date: <u> </u>



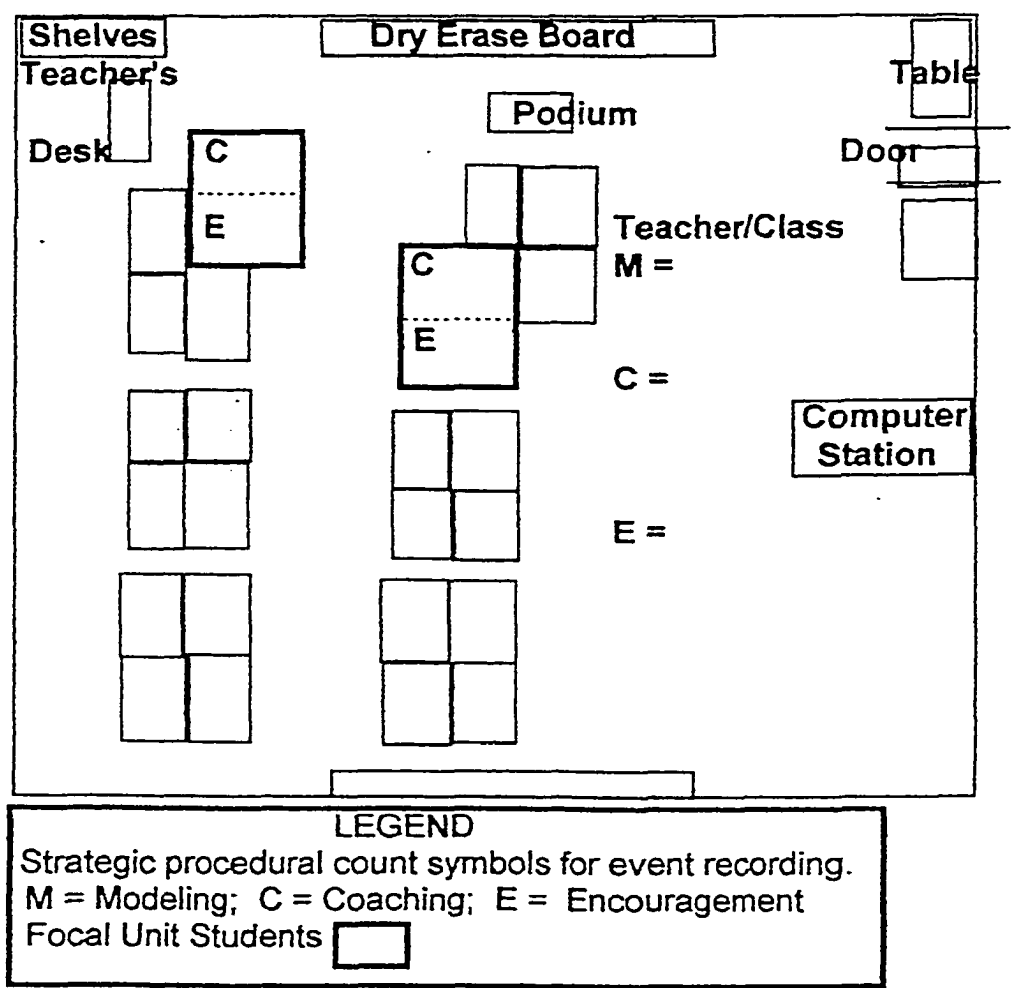
Seating arrangements changed daily and were hand drawn upon arrival. The teacher sat with the central circle to instruct.

LEGEND	
Strategic procedural count symbols for event recording.	
M = Modeling; C = Coaching; E = Encouragement	
Focal Unit Students	

Comments:

School: Acclaim / Grade: 5 Teacher: Mrs. Attune Session #

Principal: Mrs. Withit Target Student: Reid / Pace Date: 3/31/00



Comments:

Teacher's Questionnaire

Could you please complete by (date)? Thank you so much for your help. I do not mean to make you "weary" giving these answers.

1. Could you please list your qualifications and briefly describe your teaching experience?
2. How would you describe your reading instructional setting for the target student?
3. Is the instruction appropriate for all types levels of learners? How?
4. Do you have reading goals for each student in your classroom?

If so, what is your reading goal for the target student?

5. What do you perceive as the target student's strengths and weaknesses?
6. Have you included special interventions for the target student?
7. How is the home and school bonding for the target student?
8. Do you use specific reading strategies that are of value to your students?

Are students taught how to use strategies and given choices in using them? Please explain.

Could you please name them?

9. How would you rate your guiding relationship with the target student? Please circle the corresponding number: (low)1, 2, 3, 4, 5(high). Please explain.

10. Do students read for fun in the classroom?_____If so, when?
11. Are students provided reading choices?_____If so, how or what?
12. Are students given the opportunity to read authentic literature selections? Please describe the conditions.
13. How would describe your monitoring of student's comprehension?
14. Are all students given equal feedback opportunities in your classroom?
15. Have you adjusted arrangements in your classroom for instructional success? Please explain.
16. Could you please explain how you use encouragement with low students in your classroom?
17. How would you describe balancing reading instruction in your classroom?
18. Is there a reading area that is more important to you than others?

19. Is the target student strong or weak in that area?
20. What change in your opinion does the target student need to make in order to be successful?
21. Can you describe a school-wide strength that has been beneficial in your reading instructional planning and student learning outcomes?
22. What type of reading resources are especially useful in the target student's reading setting?
23. How does the target student respond to these materials?
24. If you could make changes in your reading program, what would they be?
25. What is the greatest realistic hope for your target student this year?

I truly appreciate your cooperativeness and time extended on my behalf. I have enjoyed visiting in your room, and I have learned many valuable instructional techniques giving food for thought. Your comments will be kept confidential and recorded on an effects matrix with yes or no for comparisons and contrasting across the three classrooms.

Please feel free to call if you would like to talk about any of the above listed questions.

Principal's Questionnaire

All data will be categorized, used for comparative purposes and kept absolutely CONFIDENTIAL.

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5. If you could make a change in the educational process over time, what would it be?
6. How do you perceive your role in making a “difference” in the lives of the students in your care?
7. What is your leadership approach for your faculty?
8. What is the most significant factor for teacher hiring on your campus?
9. Could you describe your campus staff’s working relationship, grade level organization and teaching arrangements?

10. Can you briefly describe the communicative relationship between you and the target student and his family members?
11. What is the role of your school in the community?
12. Please name and briefly describe the programs, grants, special events for your students on your campus.
13. What are the most influential factors challenging successful learning for your students?

14. Could you please write a sentence, phrase or two about each of the term in relation to your present educational experiences?

Harmony...

Isolation...

Effectiveness...

Accountability...

Support...

Thanks so much for your extended efforts and genuine trust in my research efforts. Hopefully, you will enjoy the results, and they will be worthwhile. It was a pleasure to work with your teachers and students.

Appendix I

Home Reading Questionnaire

Completed by: (name)_____ Date:_____

Please answer as best that you can remember; you may give approximate information. Could you please return by (date)? Thank you so much for your help.

1. What do you read at home?

Does your child listen to you read? Explain.

2. Do you read with your child?_____If so when and what? Please explain.

3A. How do you feel about your child's reading ability?

B. How do you feel about your child's reading progress?

4. How is homework handled at home?

5. Does your child do his homework on his own?

6. What do you think that your child can do well?
7. What do you think has caused concerns for your child in reading?
8. What does your child like to read? (Does he read the printed materials around him?)

Does he/she read to you?

- 9A. When and where do you see your child reading?
- 9B. Does he/she like to write? _____ Does he read his writing to you? _____
10. Do you and your child go to the library? _____ If so, how do you feel about the library visits?

11. Does your child bring home books from school to read? _____
What kind of books?

Does he use a dictionary at home? _____
An encyclopedia? _____
A computer? _____

12. If you could make a change in your child's school day, what would it be?

13. Do you and your child talk about stories or books?_____
Do you remember anything special to share about this?
14. Does your child ever ask questions while he is reading?_____
If so, what kind of questions does ask?
15. Does your child ever tell you about the characters in a
book?_____ or ask you to get him books about certain
characters?_____ If so, who are they?
16. Does the child ever ask for a book when you go in a
store?_____ If so, what kind of book?

What do you think makes the child want that kind of book?

17. Does he have a special place at home to keep his books?_____ If
so, where?
18. How would you rate your child's reading on a 1, 2, 3, 4, 5 scale with
1 being the lowest and 5 the highest?_____
19. Do you help with the child's reading at home?_____ How?
20. Does your child read for fun at home?_____ When?_____
What?_____
21. Does your child seem worried about reading at school?_____ What
have you heard him say?

Please feel free to call if you would like to talk about any of the questions.

Self-Monitoring Chart

Title/Picture	Write Yes or No for each day...
---------------	---------------------------------

Write Yes or No for each day .

Did I <u>ask</u> about new words. ideas, events or characters?	Write Yes or No for each day.				
	Mon.	Tues.	Wed.	Thurs.	Fri.

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Appendix K

Teachers' Strategic Worksheet

		Modeling								
	Days	1	2	3	4	5	6	7	8	9
Mrs. Petal		5	1	1	1	1	6	4	2	1
Mrs. Bright		3	4	3	3	2	3	3	3	3
Mrs. Withit		2	1	5	1	1	0	0	2	1
		Baseline			Training			Post Observation		
		Strategic Instruction								
		Coaching								
	Days	1	2	3	4	5	6	7	8	9
Mrs. Petal		19	19	22	16	7	23	15	10	15
Mrs. Bright		12	10	21	28	14	15	23	16	10
Mrs. Withit		30	33	35	31	22	6	3	8	8
		Baseline			Training			Post Observation		
		Strategic Instruction								
		Encouragement								
	Days	1	2	3	4	5	6	7	8	9
Mrs. Petal		33	18	14	19	9	16	11	18	5
Mrs. Bright		5	8	24	20	8	10	7	11	10
Mrs. Withit		19	12	14	21	10	0	5	9	3
		Baseline			Training			Post Observation		

Vita

Frances Ann Steward has thirty-seven years of educational experiences within the regular, Title I Reading, and Special Education classrooms as well as two administrative roles of Reading Specialist at a regional level and Curriculum Director at the district level. She has provided leadership services for ten district level programs: 1.) Staff Development; 2.) Instructional Leadership; 3.) Technology; 4.) Drug Prevention; 5.) Discipline Management; 6.) Gifted/Talented; 7.) At-Risk (State Compensatory); 8.) Curriculum Development; 9.) Dyslexia; 10.) New Teachers' Mentorship.

Frances' work in the educational service field has spanned across three states, grade levels from Pr-K-12 to higher education, and diverse cultural communities (rural, urban, and ethnic groups). She enjoys working with parental and community groups to enhance student learning. Students who were seeking higher degrees through field experiences were assisted by Frances in coursework, internship programs, and field experiences. She has shared written curricula and ideas at the Texas state and regional levels. Publication writing is a "joy" for Frances in the reading field.

Lifetime learning, a mode of operation, is internalized by Frances and actively practiced because she believes that all students have unique talent(s), can learn, and should believe in themselves. Her personal belief is that educators should continue guiding students as long as possible so that all students will be worthwhile, positive contributors to our society. The

degree of Doctor of Philosophy will be conferred on Frances Ann Steward at the 2000 December commencement.

DOCTORAL EXAMINATION AND DISSERTATION REPORT

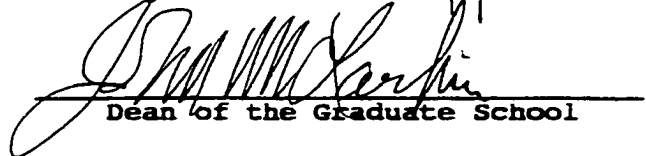
Candidate: Frances Ann Steward

Major Field: Curriculum and Instruction

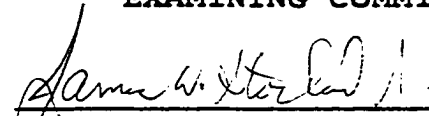
Title of Dissertation: The Impact of Implementing Metacognitive Strategies
on Instructional and Experiential Scaffolding

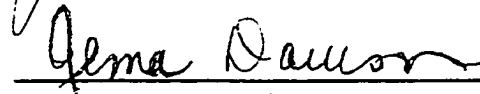
Approved:

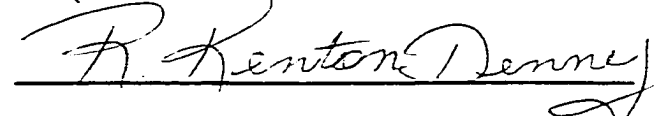

Major Professor and Chairman


Dean of the Graduate School

EXAMINING COMMITTEE:









Date of Examination:

11 July 2000
